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This "source report" presents the research, process, and findings involved in developing a program for a parent-child educational center for the new city of Litchfield Park, Arizona. The center is intended to be a basic neighborhood unit of the public school system and will serve both parents and children; the latter, from infancy through 7 years old. The activities of the center are to be carried on through the mutual initiative and involvement of parents and professional staff for the purposes of (1) providing for the developmental well-being of the infants and young children of the city, and (2) achieving an ever increasing effectiveness of parental skills. The report is divided into six major sections: (1) Introduction and Orientation, (2) Review of Research Relating to Parent-Child Educational Centers, (3) The Rationale for Parent-Child Educational Centers, (4) The Center Program: Working Paper No. 2, (5) A Plan for Program Functioning: Working Paper No. 3, and (6) A Plan of Action for Parent-Child Educational Centers. "A Plan of Action for Parent-Child Educational Centers" (PS 001 609) also concerns this study. (WD)

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A Source Report
FOR DEVELOPING
Parent-Child Educational Centers

COLLEGE OF EDUCATION • ARIZONA STATE UNIVERSITY, TEMPE

(A National Institute for Mental Health Project,

No. 1RO1 MH15046-01:

A Parent-Child Approach to Mental Health)

JUNE • 1968

PS001588

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A SOURCE REPORT FOR
DEVELOPING PARENT-CHILD EDUCATIONAL CENTERS

by

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A National Institute of Mental Health Project
No. 1R01-MH15046-01
A Parent-Child Approach to Mental Health

June 1968

PS001588

LETTER OF TRANSMITTAL

TO: The Litchfield Park Area Community
The National Institute of Mental Health
The Educational Facilities Laboratories, Inc.

Presented herewith is a plan for developing and operating Parent-Child Educational Centers, conceived as the beginning units of a public school system to serve the new city and the adjacent areas.

This aspect of the public education program grew out of a major study undertaken by the Bureau of Educational Research and Services of Arizona State University. The study was requested by the affected school districts and the Litchfield Park Land and Development Company, a wholly owned subsidiary of the Goodyear Tire and Rubber Company, who sought a master plan for an educational and facility program covering early childhood through community college for the area.

The special study for early childhood education was made possible by grants to the University from the National Institute of Mental Health and the Educational Facilities Laboratories, Inc.

The research and planning associated with the special study was accomplished by the staff, with the help of an Advisory Committee. The names of staff, campus consultants, and the Advisory Committee are listed on the inside front cover of this document. In addition, nationally recognized consultants were used to supplement the staff. The consultants used were Dr. J. McVicker Hunt, Drs. Cynthia and Martin Deutsch, Dr. Mary Lane, Dr. Glen Nimmicht, and Mrs. Kathryn Arnold. Dr. Eli Bower in his official capacity in NIMH was very helpful. Visits also were made by The Project Staff to numerous Child Development Laboratories and to schools where aspects of the projected program were practiced.

Three published documents have resulted from the study. They are a report entitled "A Plan of Action for Parent-Child Educational Centers" which should be read in connection with the first one entitled "Parent-Child Educational Centers: The Rationale", and this document "A Source Report for Developing Parent-Child Educational Centers", which reports all the research and planning associated with the study, including the Educational Specifications for the facilities which are found in Appendix D.

In their tentative stages the program reports were read by nationally known consultants who were asked to criticize the materials. Many of their suggestions have been incorporated in the final reports. The readers were Dr. Lois Murphy, Dr. Urie Bronfenbrenner, Dr. Martin Deutsch, and Dr. Mary Lane.

Numerous meetings have been held with representative parent and school groups in the Litchfield Park area. Their ideas and suggestions were invaluable.

Concurrently with the development of program has been a study of needed facilities supported by the Educational Facilities Laboratories, Inc. This aspect of the study is also nearing completion and plans and models for the facilities are available. Doyle Flynn Associates, AIA of Phoenix, Arizona are supplying the architectural services for the project.

The Planning Committee feels the entire effort has been an innovative and challenging one. Its principal strengths are its advocacy of mutual planning by parents, professional staff, and the community and a continuous growth educational program. While many aspects of the proposal have been or are in operation, the staff believes, from its research, that its numerous phases have not been previously brought together into a feasible totality affecting children from infancy through seven.

The next step is a demonstration project to try out and further research the various propositions in the study. Those associated with the study are committed to this next step.

The undersigned and their colleagues in the study are grateful for the opportunity of having participated. The directors are especially thankful for the outstanding contribution by all members of the staff, the Advisory Committee, and the Consultants.

Respectfully submitted,

Harold E. Moore

Harold E. Moore, Project Director

Irving W. Stout

Irving W. Stout, Program Director

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CHAPTER I

INTRODUCTION AND ORIENTATION

This Source Report presents the research, the process and findings involved in developing a program for a Parent-Child Educational Center which is a coordinating activity purposing to serve both parents and children from infancy through seven years. The Center activities are carried on through mutual initiative and involvement of parents and professional staff, and in addition to serving young children, provides the proposed beginning unit of the public school system.

As indicated in the Letter of Transmittal, the plans for the Parent-Child Centers are one phase of the overall school planning for the new Litchfield Park City for which Arizona State University has the responsibility, working under contract with the affected school districts and Litchfield Park Properties, Inc., to develop a master educational and facility plan.

Litchfield Park, which lies sixteen miles west of Phoenix, Arizona, is a rapidly developing example of man's growing capability to control his living environment. Here a planned city is taking tangible form, a city that it is estimated may reach 100,000 population. The area involving the three affected school districts, and including the new city, may have at saturation a population approaching 300,000.

Property management and development is the responsibility of Litchfield Park Properties, Inc., a subsidiary of Goodyear Tire and Rubber Company. The city planning has been done by Victor Gruen Associates. A feature of the planning is neighborhoods undisturbed by the main traffic arteries, coordinated with and related to the community services. (See Figure 1 Chapter VI, p. 2). Basic to the community planning and a unique feature of it is the concept of education as the coordinating factor in community life. This is in recognition of the school as a primary and major social institution.

Litchfield Park will include and/or touch upon traditions of the already established communities of Litchfield and nearby Avondale as well as bring together the varied traditions of the families coming from many different parts of the country as the new city develops.

The mutual involvement of parent-children-staff which is a distinguishing feature of the Parent-Child Educational Center is the beginning of continued similar involvement in the Continuous Growth Program of the middle and later years of the public school.

Broad Purposes

The Parent-Child Educational Center idea, as previously stated, has been developed as a basic neighborhood unit of the public school system in the new city. It is a coordinating activity purposing to serve both parents and children from infancy through seven years and is carried on through mutual initiative and involvement of parents and professional staff.

The basic purpose is twofold; i.e., to be of service to parents in (1) providing for the developmental well-being of their infants and young children, and (2) in achieving ever increasing effectiveness in their parenting skills.

The program for children when they reach four and through approximately the seventh year will remain in a continuum of the program of earlier years but will be within the structure of the public school system and maintain the broad purpose of emphasis on a parent-child-teacher relationship not often achieved.

The relationship of the University to the several stages of the total study, including a proposed demonstration, is shown on the attached sheet, Chart I.

General Assumptions

Fundamentally basic to the plan for a Parent-Child Educational Center is the assumption which the Project Staff is convinced is valid; namely, that parents being concerned with the developmental well-being of their children will involve themselves willingly in designing a program providing therefore.

Further, it is assumed that educational workers are likewise concerned with the developmental well-being of the children and that herein is the common bond for mutual involvement which it is believed parents will welcome.

It is further assumed that such mutual involvement will contribute constructively to the developmental well-being of the children and to the maintenance of wholesome family relationships and thus to strong family life in the community which is commonly recognized as the foundation of American Society.

Still further it is assumed that the totality of a child's living is properly the concern of both parents and educational workers. This suggests a blending of in-school and out-school activities that are being projected in the program for a Parent-Child Educational Center.

Procedure in Planning

Initially the discussions of the Project Staff on the education of young children as a part of the total educational structure for the Litchfield Park Project were centered on exploring the types of programs that would best serve in a newly planned community and that would be a fitting beginning for a future-oriented education program. The concept of a Parent-Child Educational Center evolved and was decided upon in principle.

Recognizing the mental health implications in such a program request was made to the National Institute of Mental Health for funds for planning purposes and this was granted. Specific work on planning began June 1, 1967. Previously the Educational Facilities Laboratories, Inc. had provided support for developing facilities for such a program.

Concurrently the Project Staff posed two questions; namely, (1) What is good (advantageous, beneficial, desirable, helpful, useful) for parents? and (2) What is good (advantageous, beneficial, desirable, helpful, useful) for children?[1]

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[1] An Account of the Planning for the Parent-Child Education Center of the Terra Vista Public School, Litchfield Park, Arizona. Sec. I, Tempe, Arizona, College of Education, Arizona State University, July, 1967. See Appendix A, p. 145.

LITCHFIELD PARK STUDY

BUREAU OF EDUCATIONAL RESEARCH AND SERVICES
ARIZONA STATE UNIVERSITY

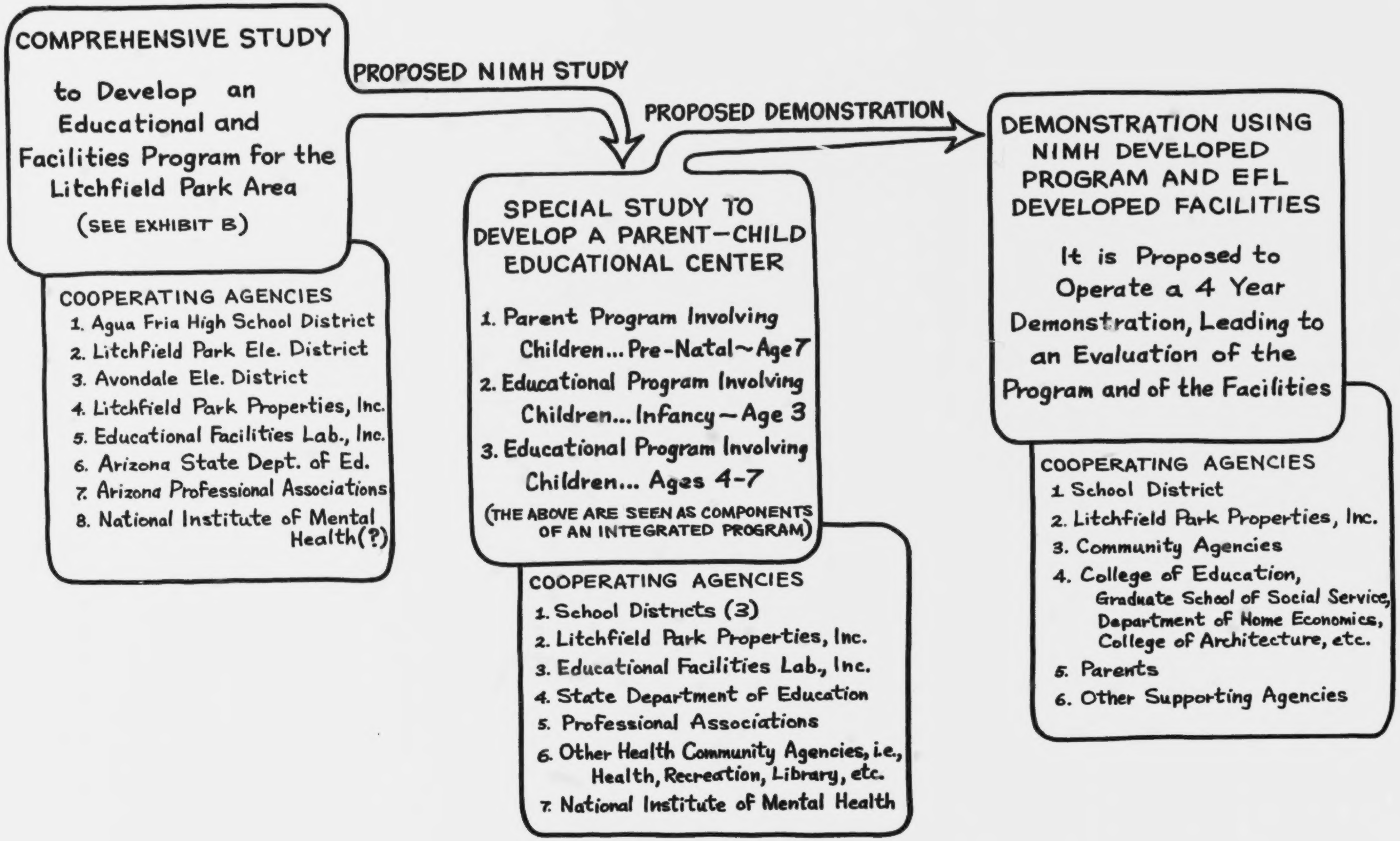
COMPREHENSIVE STUDY
to Develop an Educational and Facilities Program for the Litchfield Park Area
(SEE EXHIBIT B)
COOPERATING AGENCIES
1. Agua Fria High School District
2. Litchfield Park Ele. District
3. Avondale Ele. District
4. Litchfield Park Properties, Inc.
5. Educational Facilities Lab., Inc.
6. Arizona State Dept. of Ed.
7. Arizona Professional Associations
8. National Institute of Mental Health(?)
PROPOSED NIMH STUDY
SPECIAL STUDY TO DEVELOP A PARENT—CHILD EDUCATIONAL CENTER
1. Parent Program Involving Children... Pre-Natal ~ Age 7
2. Educational Program Involving Children... Infancy ~ Age 3
3. Educational Program Involving Children... Ages 4-7
(THE ABOVE ARE SEEN AS COMPONENTS OF AN INTEGRATED PROGRAM)
COOPERATING AGENCIES
1. School Districts (3)
2. Litchfield Park Properties, Inc.
3. Educational Facilities Lab., Inc.
4. State Department of Education
5. Professional Associations
6. Other Health Community Agencies, i.e., Health, Recreation, Library, etc.
7. National Institute of Mental Health
PROPOSED DEMONSTRATION
DEMONSTRATION USING NIMH DEVELOPED PROGRAM AND EFL DEVELOPED FACILITIES
It is Proposed to Operate a 4 Year Demonstration, Leading to an Evaluation of the Program and of the Facilities
COOPERATING AGENCIES
1. School District
2. Litchfield Park Properties, Inc.
3. Community Agencies
4. College of Education, Graduate School of Social Service, Department of Home Economics, College of Architecture, etc.
5. Parents
6. Other Supporting Agencies

CHART I

The Structure of the Project

These questions were seen as basic to planning for a center that would serve the educational purposes of both parents and children.

Following the overall and detailed exploration indicated by these two questions, there followed naturally the further question as to HOW what is seen as good (advantageous, beneficial, desirable, helpful, useful) can be achieved?

These questions of HOW a program can evolve covered areas such as parent participation, identification of needs and interests, parenting skills, program for children's learning, organization of activities, staffing the program, community relationships, and, of course, evaluation of the effectiveness of the program in meeting its aims.[2]

A survey of research relating to development, learning, and mental health in early childhood and other components of a parent-child center was begun immediately to indicate the validity of the basic assumptions and to give direction for planning.[3]

These questions of HOW reach into all phases of planning, both now and in the future, as the Parent-Child Center program developed. Out of the study and discussions to date certain broad hypotheses emerged. It was hypothesized:

1. That a situation can be set up in which a program, while not highly structured, will still have a framework of planning based on a criteria of sound child development theory, out of which a center program can constructively and purposefully evolve.

2. That parents will take an active part in the evolvement of such a program.

3. That parent and professional leadership can be provided that will make it possible for a program to develop that will meet the needs of the wide variety of parents and children who may be involved at any given time.

4. That the Center Staff representing the various disciplines and services will provide leadership but planning will be cooperatively done by parents and the professional staff.

5. That many needs outside of those that fall within the scope of an educational program will be recognized as the domain of other community agencies although until such agency services are developed, it may devolve upon the Parent-Child Center to demonstrate them.

Basic to this approach, the total Litchfield Park Area study included the Community School concept as its foundation. Consequently the Parent-Child Educational Center idea furnished a point of beginning to implement the concept since it projected maximum involvement by the parents of young children.

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[2] An Account of the Planning for the Parent-Child Education Center of the Terra Vista Public School, Litchfield Park, Arizona. Sec. II, Tempe, Arizona, College of Education, Arizona State University, August, 1967. See Appendix B, p. 195.

[3] Review of Research Related to Development, Learning & Mental Health in Early Childhood. Sec. III, Tempe, Arizona, College of Education, Arizona State University, September, 1967. See Appendix C, p. 229.

The first six months were spent by the planning group in study and consultation trying to work out the procedures to follow. Paralleling these planning meetings, a review of the research in breadth (Appendix C) and in depth (Chapter II) was completed.

From the study, the research and consultations, the Planning and Advisory Committee agreed to call this early phase of childhood education and parent education, Parent-Child Educational Centers, designating one for each neighborhood in the new city. (See Figure 1, Chapter VI, p 2.) The steps in planning are explained in detail in Appendix A and B.

From this study a series of working papers evolved. The first entitled The Rationale (See Chapter III) attempted to clarify the concepts that were basic. Following this clarification a second working paper was developed entitled The Program (See Chapter IV) which set forth the Philosophy back of the Center idea and described the general characteristics of the program. A third working paper entitled A Plan for Program Functioning (See Chapter V) was developed to spell out the actual program functioning and to serve as a guide to putting the program into operation.

Staffing the Project

The planning grant as funded provided for a project director, a program director, a child psychologist, a specialist in early childhood education, a child development specialist, a psychiatrist, a pediatrician, a kindergarten teacher, a home economist, a social worker, a parent and two graduate fellows, one experienced in operating nursery school and the other a specialist in the physical facilities. This group together with college administrators made up the planning and advisory group. It was decided that this group was too large for planning the Center so the two directors with campus consultants and graduate fellows did the study and preliminary planning. The whole planning and advisory group met about once a month to suggest and finalize the plans.

At fairly regular intervals some of the working group met with parents of Litchfield, both individually and in groups, for their ideas and suggestions. A few meetings were held with members of the Boards of Education, administrators and teachers of the existing school districts for their thoughts and suggestions.

Provision in the grant also provide for outstanding consultants in the area of parent and early childhood education. These were used, some visiting the site and spending a few days with the planning group, others consulted by phone, and when the working papers were completed they were read critically by a panel of experts as reported in the Letter of Transmittal.

The Plan for Action

Concurrently with the program development has been a study of the required facilities to support it. This work has been done with the support of the Educational Facilities Laboratories, Inc. It has resulted in a detailed set of Educational Specifications (See Appendix D, p.281) and architects' plans and a model for the facility. From these plans and specifications, funds are being sought to build a demonstration center or centers to experimentally try out the projected PCEC Program.

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For the purpose of public interpretation and further funding A Plan of Action for Parent-Child Educational Centers (Chapter VI, p. 1) has been developed. This portion of this report is being produced separately and in larger numbers for more extensive use, primarily with the citizens in the Litchfield Park Area.

Conclusion

This entire report should be read with the view to seeing it as a source document representing the history, process and recommendations of the project staff and consultants. It is in reality a piece of action research, grounded in basic research, coupled with the experience and wisdom of a dedicated staff. Its efficacy can only be determined by demonstration and experimentation.

CHAPTER II

REVIEW OF RESEARCH RELATING TO PARENT-CHILD EDUCATION CENTERS

The purpose of this review is to summarize the literature relating to the desirability of a center with the previously stated goals: how such a center might contribute to the mental health of the nation by strengthening family life; and how the blending of resources of home, school, and community may benefit families and young children. The review is selective and is submitted as an addition to the first Review of Research, Section III. It was done in conjunction with the ongoing work of the Arizona State University Campus Planning Committee, as it continued in planning and study.

A functional approach to the literature review has been agreed upon and it will be noted that both empirical statements which have been made, and theoretical positions which have been taken are reported without intention to separate the two.

An inquiry was carried out between June, 1966 and September, 1967. Between these dates individual letters were sent to child study institutes, educators, and experimental project administrators in various parts of the country in an effort to obtain an informal but fairly representative coverage of kinds of programs being conducted or in the launching stage. Especially solicited for help were those conducting Research and Development programs as well as Education and Research Centers. Respondents were asked to send printed materials relating to their programs, as well as any other useful information.

These letters of inquiry elicited responses, varying from comments to the effect that the respondent had no helpful information for us to very detailed accounts and printed analyses and evaluations of specific projects. In addition to the mail-conducted survey, various members of the Campus Planning Committee have visited experimental demonstrations, institutes, and centers all over the United States in order that we might gain first-hand knowledge from those intimately involved; many consultants of nationally recognized stature in the fields of early learning, mental health, parent education, and child development have met with this committee; national conferences and state conferences relating to work with children have been attended by committee members; and scores of interviews and meetings with parents, educators, and representatives of various community agencies have been conducted.

Early Learning of Young Children

The production of research on early experience and its relation to cognitive development has been greatly accelerated in recent years. Any review dealing with the subject must therefore be highly selective and no doubt will reflect, to some extent at least, the special concerns of the researchers. It is not felt that such a selectivity is inappropriate for the purposes of this report, but it is so stated that the reader may be aware that such is the case.

As stated by Gray (1967, p. 478) the words "early" and "cognitive" are open to various interpretations: animal studies tend to set the limit of "early" at the period of weaning, while human studies include the neonate through the preschool years. This review, as it relates to early learning of children, deals with the child through the age of six, with exception of those studies which deal with parental and environmental influences on behavior.

Fixed Intelligence and Predetermined Development

From before the turn of the twentieth century through World War II there were two basic, long-intrenched assumptions which influenced both the science and the practice as related to education and welfare of children: "fixed intelligence" and "predetermined development". These two assumptions taken together indicate that intelligence is an inherited capacity which increases at a fixed rate to a predetermined level. The I.Q., accordingly, remains constant throughout life. This point of view overlooks the findings that deprivations of experience have caused marked difference in the rate at which the infant organism develops. Recent efforts to marshal evidence against these assumptions have led to new assumptions so that one now can speak with some confidence of enhancing the human cognitive development through an early "experienced enriched" environment.

Plasticity of Intelligence

Hunt (1961) presented evidence dissonant with the assumption of fixed intelligence in pointing to research showing that I.Q.'s of identical twins reared apart is lower than that for the I.Q.'s of identical twins reared together (Newman, Freeman & Holzinger, 1937); that I.Q.'s of infants obtained at successive stages show considerable variation (Bayley, 1940); and the finding of improvement in I.Q. with nursery school experience of foster-home children, as well as the evidence of the fact that orphanage-reared children score lower on tests than do children reared in foster homes (Skeels, Updegraf, Wellman & Williams, 1938).

Wellman (1940) conducted another study through the Iowa Child Welfare Research Station and compared the spring and fall test performance of 652 children who had enrolled for one academic year in the nursery school. Spring tests, after a year in nursery school, averaged 7.0 I.Q. points higher than those which had been given the previous fall. For 228 children who had two years of nursery school experience, there was a gain of 4.0 for the second year. For the 67 children who attended nursery school for a third year, the mean gain was 8.0 for the first year, 4.0 points for the second year, and 2.0 points for the third year. These children were matched with a control group which showed that between the fall and spring testings the schooled group gained 7.0 points, while the unschooled group lost an average of 3.0 points. The fall-to-spring gains occurred in higher education status. Hunt concludes that unstimulating environments have a levelling effect upon intelligence.

Hunt (1961, p. 33) points, however, to the studies of R. A. Spitz (1945, 1946a, 1946b) as having great influence in convincing many people that intelligence "is not fixed but plastic and modifiable and that mother is crucial during the first year of life". Spitz's study was concerned with infants from a 'foundling home' where the infants received very little attention or stimulation after being weaned from their mothers at three months of age. The other infants were in a 'nursery' attached to a penal institution for delinquent girls where the mothers were allowed to play and attend their children every day throughout the first year. The foundling home children came from well-adjusted mothers whose only handicap was that they could not support themselves or their children. The 'nursery' children were mothered mostly by delinquent minors, some of which were psychically defective, psychopathic and criminal. The mean developmental quotient for the 61 children in the 'foundling home' dropped progressively during the first year of the infant's life from a starting level of 131 to a final level of 72. On the other hand, the 'nursery' children rose from 97 to 112 by months four and five, remained level to months eight and nine, then dropped to 100 for months ten and twelve. The means for the first four months was 101.5 and for the last four months 105. These findings were, unfortunately, for a long time "explained away". The belief that development is entirely predetermined and intelligence fixed was accepted by G. Stanly Hall, who communicated the belief to his students and to the child study associations of America. The belief was thus widely held, even though evidence clearly dissonant to the concept had appeared.

Importance of Early Experience

Hunt (1961) elaborating on the work of Hebb (1949) builds his conception of learning and intelligence as a form of dynamic information processing dependent on infantile experience.

Hebb (1949) concluded that experience is an essential requirement for the formation of so-called cell assemblies, since it is the mediator of neural connections. Thus, it is the earliest experience of "primary" learning which forms much of the pattern for later information-capability in the system and serves, according to Hunt (1964) as "the programmer of the human brain computer".

Gray and Miller (1967) in reviewing the literature on cognitive development point out that early experience has four dimensions: the nature of the experience itself, timing in the developmental period, duration, and intensity. Each dimension may affect outcome in cognitive development.

Nature of Experience

Hunt (1961) has provided a review and interpretation of the work with animals dealing with enhancement of later learning by early sensory stimulation. Rats reared in darkness take longer to learn pattern discrimination than those reared in light; pets (cats and dogs) reared in a home do better in learning situations than laboratory-reared animals; animals provided with a variety of objects in their cages in early life perform better in later learning situations. Harlow (1960) stated that the affectional pattern of the neonate and infant monkey for the mother is achieved through nursing and close contact. In his study, contact-comfort was provided through cloth surrogate mothers which seemed to give the infant monkeys extremely binding, long-term attachment that they retained at least until two years of age.

Critical Periods

In a consideration of critical periods, the work of Denenberg and Bell (1960) is significant. They concluded that young mice are extremely sensitive to external environmental stimulation, especially at ages two to three days. Again, Denenberg (1963) in a series of experiments with rats has shown that social experience immediately after weaning will bring about relatively permanent changes in the emotional behavior of the adult animal. In addition, he feels that early experience can be manipulated to enhance or depress emotionality.

Scott (1958) in working with dogs, and later Scott, Frederickson and Fuller (1951) discovered five distinct natural periods in the development of dogs which were, as in the stages of Piaget, marked by certain behavioral characteristics. It was observed that during the first two periods of the puppy's growth very little conditioning was possible, but during the third period, when the puppy was naturally sociable, conditioning was relatively easy. If during this three to ten week sociable period the puppy had no human contact, it was very difficult to make a pet of him in later life. It was concluded that various kinds of circumstances have effects when they occur at one period but not when they occur at another period. Whether or not the circumstance has affect seems to depend on the repertoire of experience already developed within the organism which is relevant to the circumstance.

Duration and Intensity of the Experience

The studies cited above are also relevant to the duration and intensity of experience. Also to be noted are King (1966) and Yarrow (1964) who, in considering mother-child relations, suggest that during periods of stress, or at the introduction of any traumatic experience to the infant or child, the presence of the mother modifies possible harmful affects.

The Problems of "the Match" and Reversibility

Piaget and Inhelder (1958) take an essentially maturational position and argue that specific levels of cognitive development must be achieved before certain conceptual strategies can be learned. Piaget's view is that the more new things a child has seen and heard the more he wants to see and hear; the broader the child's repertoire (developed by experience) the more new relationships he can discover. Intelligence incorporates all the given data of experience within its framework, thus the greater variety of experience with which the child has coped, the greater his capacity for coping. This would be true of thought as well as of sensori-motor intelligence. Piaget (1952, p. 6) feels that in every case intellectual adaptation involves an element of assimulation. But "assimulation can never be pure, because by incorporating new elements into its earlier schemata the intelligence constantly modifies the latter in order to adjust them to new elements". The elements in the environment to which the child attends depends on his prior experience, and he learns only from that experience to which he attends.

Piaget, in stressing the importance of introducing learnings based on the natural stages of the child's interaction with the environment, alludes to the problem of "appropriate match" between the new encounters and the earlier schemata already assimulated into the individual's repertoire.

This principle of "the match" seems to Hunt to be of great significance in both motivational and intellectual development, since a teacher or parent must match the learning encounter to the "critical period" of development of the child in which there is maximum capability for and interest in the learning.

Jerome Bruner (1956) using Piaget's work as a cornerstone, yet proceeding to the other extreme, has used a wide variety of experimental techniques at the Center for Cognitive Studies at Harvard University, and takes as one of his major themes the impact of culture in the nurture and shaping of growth. His view is that cognitive growth occurs as much from the outside in as from the inside out.

Freeberg and Payne (1967) in a review of parental influence on cognitive development in early childhood report a mounting evidence for the potency of early environment in shaping later cognitive abilities. They note that the early learning effects in children and "cumulative deficit" resulting from deprived environment have been reviewed by many researchers, and cite Zingg's study (1940) to point out that there appear to be extremes of social and cultural deprivation beyond which compensatory training provides only limited benefit. They also note Bloom's (1964) evaluation of data from longitudinal studies of the past forty years in which he concluded that, in terms of intelligence measured at age 17, approximately 50 per cent of the variance can be accounted for by age four so that as much intellectual growth is achieved between birth and four years of age as is achieved for the remaining thirteen years. Freeberg and Payne (1967, p. 68) conclude that "the formation of cognitive and intellectual skills can be reasonably conceived of as developmental in nature and modifiable by variation in the environment". Further, they raise the question: "If such is granted, then how might changes be effected in early intellectual development through the use of appropriate child-rearing and educational practices?"

It is a question worthy of further investigation, for if we are to enhance human cognitive development through an early environment rich in sensory stimulation and experience, then the home is to be recognized as the beginning educational unit--not the school.

Summary

From before the turn of the twentieth century through World War II there were two assumptions which influenced both the science and the practice as related to education and welfare of children: "fixed intelligence" and "predetermined development". These two assumptions taken together indicate that intelligence is an inherited capacity which increases at a fixed rate to a predetermined level, with the I.Q. remaining constant throughout life. Hunt (1961) presented a great deal of evidence dissonant to these concepts and suggested that intelligence is not fixed but plastic and may be modified by experience within the environment.

Gray and Miller (1967) review the literature and point out that early experience has four dimensions: (1) the nature of the experience itself, (2) timing in the developmental period, (3) duration, and (4) intensity. They suggest that each dimension may affect outcome in cognitive development. In exploring these four dimensions, the studies of Hunt (1961), Denenberg (1963), Scott (1958), King (1966) and Yarrow (1964) are cited.

Piaget takes the position that certain conceptual strategies are learned at specific levels of cognitive development. Piaget's view is that the more new things a child has seen and heard the more he wants to see and hear; the broader the child's repertoire (developed by experience) the more new relationships he can discover.

Bloom (1964), evaluating data from longitudinal studies of the past forty years, concluded that as much intellectual growth is achieved between birth and four years of age, as is achieved for the remaining thirteen years.

Freeberg and Payne (1967) raise the question of how changes might be affected in early intellectual development through the use of appropriate child-rearing and educational practices. Hunt suggests that in asking how experience influences development one must also ask how much change occurs and at which age the landmarks of intellectual development appear.

Parents' Role in Learning

The role of parents in fostering child growth has always been considered important. This role, however, was not clearly defined. The way in which learning can be influenced by parental techniques is of legitimate concern, and explorations relating to this question are in progress. Susan Gray (1966) principal investigator of the Demonstration and Research Center for Early Education (DARCEE) of the George Peabody College for Teachers, Nashville, Tennessee, has as one of the assumptions underlying her study that the mother plays a key role in providing environmental control conducive to adequate learning in the child's early years, and also that she is the primary person responsible for language development of the child. DARCEE was preceded by an earlier study by Gray and Klaus (1965) which resulted in significant increases in I.Q. scored for deprived Negro children of preschool age following training programs over two summers which were coupled with periodic home visits during other months of the year.

Recent Studies in Environmental Influences

Bloom (1964, p. 196) feels that we are at a point where we can "specify some of the major characteristics of an environment which will positively or negatively affect the development of general intelligence or school achievement". As a case in point, Bing's (1963) study indicates that the mothers of children with high verbal ability frequently gave the child assistance, provided it quickly when requested by the child, and pressured the child more for improvement. Rolcik (1965), using the results of questionnaires administered over a three-year period to junior and senior high school students, found a significant relationship between scholastic achievement and parental interest in what were classified as happy-complete homes. The relationship was not to the same degree in unhappy-complete or broken homes. Shaw and White (1965) examined the relationship of child-parent identification to school performance and found significant relationships between achieving males and achieving females and the same sex-parent which were either not significant or negative for underachievers and the same sex-parent. He concluded that male achievers identified more closely with their fathers than with their mothers, and that female achievers identified more closely with their mothers than with their fathers. These distinctions could not be made with underachievers of either sex. Norman (1966) in investigating the impact of parent values and congruence between parent value systems on school achievement, found that the fathers of boy achievers and the mothers of girl achievers had higher scores on independence and lower scores on conformity than the comparable parents of the non-achievers. The range of standard deviations of these two scores resulting from correlations obtained from mother-father value perceptions was five times as great among the parents of underachievers as among the parents of achievers.

Parental Influence on Learning

Significant here also is the work of Hess and Shipman (1965) who assessed interaction patterns of mothers and children from several socioeconomic classes. They argue that cognitive growth is dependent on the cognitive meaning in the parent-child communication system. If the family communication is impoverished, the child has fewer available alternatives for consideration and choice. Hess is currently investigating the mother-child interaction in problem-solving, using preschool children. Results indicate that the nature of the 'cognitive environment' which is provided affects the child's problem-solving ability. Again, Hess, after investigating home influences that accelerate or retard educational progress maintained that the mother's pattern of interaction and communication with the child tends to determine whether the child will accept the educative processes and other basic institutions of society.

That parents influence learning is not a new thought. Pestalozzi is quoted by Arnold Gesell (1946) as saying: "A man's domestic relations are the finest and most important of his nature ... the home is the true basis of the education of humanity." Pupil attitude toward learning and school differs depending on home influence. Bowman (1958) in studying the relationship of parental attitude to student achievement, found that the major difference between pupils who drop out and those who remain to graduate is parental attitude toward education.

Bower (1962) states that one cannot readily separate the nature of a child's learning experiences in school from his total growth as a personality. Gardner, et al (1961) concluded that maternal deprivation in infancy is assumed to produce discriminable variations in personality during later childhood.

Parental Influence on Self-Concept

In studying the influence of father-son relationships on adolescent personality and attitudes, Mussen, et al (1963) determined that regardless of locale, boys who received insufficient paternal affection tended to feel rejected and unhappy. Of considerable interest to educators is the study done by Wattenberg and Clifford (1964). Based on the reported association between poor self-concepts and reading disabilities, this exploratory study was an effort to determine which was the antecedent phenomenon. Substantial support was given to the good self-concept as being antecedent to reading capability. In calling attention to the strong relationship between academic achievement and self-image, Bowman (1958) points out that the mechanism through which parental influence is mediated seems to be pupil self-concept. The parental influence on the pupil self-view is more important than that of the school, and further, the most effective method now known to alter pupil self-concept is training parents for their role. Aspiration and drive to succeed, which are sometimes better predictors of success than scholastic measures, are determined by the home, and parent behavior which produce these traits can be positively modified by training.

How Parents Assist in Learning

Specific instructional techniques used by parents to assist the young child in cognitive skill acquisition are not numerous. McCandless (1961) reports a study by Irwin indicating that working-class mothers who spend ten minutes per day reading to the child, from twelve months to about twenty months of age, achieved improvement in "all phases of speech". Fowler (1962) in his surveys of gifted children, one of whom was his daughter indicates that these children were generally exposed to instructional techniques developed by a parent, and many learned to read at age three. These same children often achieved notable academic success. Again, Fowler (1962) summarizes a large body of research done by educators and psychologists who have evaluated techniques applied to children during their preschool years in order to accelerate intellectual growth. Fowler felt that Gesell (1954) and McGraw (1939) who attempted to support a maturational point of view often de-emphasized the fact that "specific training invariably has produced large gains regardless of whether training came early or late in development". In this same review, studies on verbal memory and language improvement point to the advantages of early verbal stimulation provided by oral, written and pictorial material, as well as to the general experience gained in making observations and learning to discriminate between objects.

Summary

Susan Gray (1966) feels that the mother plays a key role in providing environmental control conducive to learning in the child's early years, and that she is the primary person responsible for language development of the child. Rolcik (1965) found significant relationship between scholastic achievement and parental interest in the child and in his education. Shaw and White (1965) concluded that the child-parent identification bore a relationship to school performance, while Norman (1966) found that the parent value systems influenced academic achievement. Hess and Shipman (1965) who assessed interaction patterns of mothers and children from several socioeconomic classes argue that cognitive growth is dependent on the cognitive meaning in the parent-child communication system, and that the mother's pattern of interaction and communication with the child tends to determine whether the child will accept the educative processes and other basic institutions of society. Bowman (1958) points out that the parental influence on pupil self-view is more important than that of the school.

The way in which learning can be influenced by parental technique is of concern to many researchers. However, studies on specific instructional techniques used by parents to assist the learning of the young child are not numerous. McCandless (1961), Irwin (1961) and Fowler (1962) in separate studies suggest that reading to children improves all phases of speech in the child. Fowler further pointed out that specific training has invariably produced large gains regardless of whether training came early or late in development. In this regard, however, Hunt has suggested that the matching of the task or experience to the cognitive developmental level is important.

School, Home and Community Blend Resources

Studies which demonstrate relationships between environment and mental growth are emerging in substantial proportions. The full implications of these, though in the beginning opposed or not fully grasped, are now understood and are beginning to be accepted. Lois Barcley Murphy (1968, p. 304) in reviewing the important assumptions in child development from 1920 to 1968 mentions that "there has been a tendency for both psychologists and child development specialists in each generation to ride the bandwagon of the era, wearing blinders which shut out the well-documented findings of investigators of other eras or even concurrent research". She points to the fact that Montessori methods emphasized independence in sensory differentiation and sensori-motor skills but neglected the contribution to higher cognitive processes of social interaction and spontaneous creative productions in plastic materials. Likewise, the child development-oriented schools of the 1930's emphasized the opportunity for free motor, social and creative development, and ignored the necessary contributions of adult-to-child communication and assistance. Some psychoanalytically oriented nursery schools of the 1930's encouraged drive-expression and sublimation and overlooked the contributions needed for many aspects of mental and social development and control.

Relationship Between Environment and Developmental Well-Being

Dr. Murphy's assumptions about the course of and prerequisites for normal development in childhood is comprehensive. Her outline is as follows:

1. Normal cognitive, motor, drive-affective development are interrelated in childhood.
2. All of these and their various separate aspects depend (as in plants and animals) on appropriate climate, soil, support for development.
    a. Nutriment for chemical, physical and psychological requirements of the organism.
    b. Nutriment that is stimulation and environmental response or feedback for every other aspect of development. This involves mothering and direct help and stimulation from teachers, as well as a rich and stimulating physical and social environment.
3. Without adequate mental and physical nourishment, the following results may occur in relation to cognitive development:

    a. Failure of activation, alerting or arousal, shown in passivity, inertness.
    b. Failure of investment in and interest in the environment. This includes failure of development of eagerness, expectancy.
    c. Failure in development of receptive perception (meaningful perception of stimuli presented to the child). This includes failure to develop responsiveness.
    d. Failure in development of active perception and the exploratory, adaptive activities contributing to it; this includes failure in the development of curiosity and the drive to learn, to find out for oneself.
    e. Failure in development of integrative processes optimally stimulated by success in a, b, c, d; this includes failure in the steps in sensory-motor progress leading to basic concepts about the environment (as described by Piaget and others).
    f. Failure in development of organizing, planning creating processes (as documented in records of school productions).
    g. Over-all failure in capacity for learning.
4. Without adequate support for a stable mother-child relationship the child may fail to develop:
    a. Basic trust in human relationships, the capacity to respond to support and affection, to evoke responses from others and to communicate expressively to others.
    b. The capacity to perceive himself as an accepted and liked or lovable human being, and as distinct from others.
    c. The capacity to identify with and internalize standards of the culture, acceptable goals, limits and values.
    d. The capacity to develop control as part of maintaining acceptable relations with others and becoming a member of society.

Totality of Social-Cultural Factors

The existence of interrelationship between family attitude and school performance has been detailed in Part II "Parents' Role in Learning" of this paper. The question then arises, that is, as Dr. Barclay suggests, certain developmental factors are essential for child growth and developmental well-being, and if the total psychosocial environment influences his learning and behavior, would not an educational system encompassing the totality of social-cultural factors be worthy of investigation? Davis (1963) thinks that the child, his parents, and his teachers all need guidelines for progress. He suggests a school pattern of arrangement in which the whole base of education depends upon the blending of ideas and concrete experience into a harmonious whole. Brim (1959, p. 77) in his study of parent education undertaken for the Russell Sage Foundation, states: "Our public schools do not assume total responsibility for educating the pupil nor should they, recognizing that pupil behavior springs from a variety of sources which hinder or aid the learner's academic achievement, and that the home, the church, and others all share responsibility for education."

Farnsworth (1965, p. 43) of Harvard states that schools and colleges are the responsibility of everyone--not just the educators. He further notes that "the effectiveness of education provided in the schools depends in large measure on the basic attitudes in our homes". In his opinion the school has a responsibility to improve the quality of a child's homelife. He sees widespread education for family living as "the best possible means of establishing conditions under which excellence will be encouraged and prized". He feels that if a community can become involved in the school and decide the type of school best suited to its needs, then the implementation of such a school becomes a secondary matter. In his opinion, crucial factors in formulating an educational program designed for today's needs are to devise programs which are consistent with the community ideals and to promote widespread awareness within each neighborhood of what the schools are attempting to do and the problems involved in the doing.

A demonstration of such a school is now in progress on the Navajo Indian Reservation at Rough Rock Demonstration School, Chinle, Arizona. It is supported by funds from the Office of Economic Opportunity and the Bureau of Indian Affairs but is operated by the people themselves. The school wishes to demonstrate that even uneducated and unsophisticated Indians can assume leadership and control over the total education of their community. The success of their venture, according to Robert Roessel (1966), Project Director, rests on the assumption that a child will do best in a school which has the whole-hearted approval of his parents, and that such approval is gained by direct parental participation in the school. Parents are involved in various ways; as learners, helpers, school board members, classroom assistants, and as observers. The project is in its third year, and the findings thus far support the hypothesis.

Sanford (1967) points out that the process of education is a matter of transmitting symbols in the service of human development. We cannot get the idea of "disembodied intellect", as learning cannot be lifted out of its living context which makes the learning usable. If education, incorporating psychological health and adequately paced development brings the person close to the maximum realization of his human potentials, this high development does not guarantee good mental health; in the main, however, high development is favorable to mental health. The highly developed person is not free from strains nor always stable, yet should a crisis arise he likely would be able to call forth the resources that are needed. Sanford further points out that since the personality functions as a whole, the intellect cannot be separated from the rest of the personality. Cognition, feeling, emotion, action, and motivation are easily separated by abstraction, but no single one of these can function independently of the others. Intellectual performances and intellectual development depend on events in the personality as a whole. The personality develops through all of the experiences that are a part of the organism, which includes both in-school and out-school experiences. Deutsch (1967, p. 5) in considering educational programs for disadvantaged children states, "successful educational programs for children will be composed of many components, but one of the most important will be extra-educational: it will have to do with the increasing and continuing experience of equality of opportunity by all members of a family and of a community at all points in the life cycle. There will be greater pressure on the school to prepare all people for functioning in a highly complex technological society".

As reported by Education, USA, December 18, 1967, changes in the rural education system of the United States were recommended by the President's National Advisory Commission on Rural Poverty, with considerable emphasis given to early childhood education. This report urged that a good preschool program should be available to every child starting at age three and that these programs not be limited to poor children but should involve a normal distribution of children from different social and economic environments. It further recommended that parents be involved in the planning and development of school programs.

Involvement of Parents in School

Would a change in the public schools to include parental involvement and learning be accepted? Brieve (1966) carried out a study to determine attitudes of parents toward specific innovations suggested for improving elementary and secondary education; study of goals of education as the public sees them; and responsibility of the school versus the home and individual for developing the skills, interests, and qualities represented in the list of forty-eight goals. The study was carried out with a national sample of randomly-selected parents of school children whose children were enrolled in kindergarten through college. Parents, according to this study, see clearly that they should share responsibilities with the school for child education, but feel they need guidance as to what these responsibilities are. They approve by an overwhelming proportion of the idea of guide books for parents at each grade level which would explain what the school is trying to do and what the parents should do to develop interests, behavior, and abilities of their children. Parents even accept the idea they should be reminded if they fail to do their part. They would like schools to orient children to change, but feel this responsibility should be shared by the home. Parents do not want a strictly utilitarian type of education, but want development of cultural interests and personality qualities. They do, however, want education which is "reality related".

Montagu (1958, p. 92) emphasizes the place of the school as being pivotal in the cultivation of the science of human relationships--the ability of all peoples of all kinds to live and work together. He cites the work of Buhler (1929) Banham (1950) and Maslow (1949) who in studying the genesis of hostility and anxiety in children all pointed toward the fact that the organism is inclined toward maturation in terms of cooperation. Interdependency is an essential condition of life and babies expect to be "cooperated with". Montagu's conclusion is that "if we can now teach parents how to cooperate with their children throughout their lives, we may yet succeed in producing well-balanced, cooperative human beings". He further suggests that the human relations be taught to children from their earliest years and that nursery school become a part of the educational system of the land.

The consideration of what teachers can share with parents and what parents can share with teachers has been undertaken by Evelyn Beyer (1954). She states that the teacher, because of her training and observation of many children can give the parents clues about management and understanding behavior of the children, can help in establishing reasonable expectations of the child, give help in how to provide for the child's play needs and interests and can also convey to parents her understanding of the parents' own needs and goals. This is a concrete help of the type which will strengthen family life. Parents, on the other hand, can help the teacher have a better understanding of his child by filling her in on the details of the child's life at home and in the family and neighborhood. They can let her know how they view their child and their expectations of him. The teacher, working with other professional personnel of the school, can then provide appropriate learning experiences for both parents and children.

Current Parent-Involvement Experiments

A program for parents and their two-year-old children has been developed by Schultz (1968, pp. 163-169) in the Winnetka Illinois Public School nursery. Parents accompanied their two-year-old children starting with one hour once a week and gradually increasing to two hours for a sixteen week period. It was discovered that parents had numerous questions about how to deal with two-year-old children--how to keep them amused, how to stop whining, how to keep them out of danger, etc. It was important for teachers and professional staff to demonstrate what comprises a child's world and how to arrange an environment which promotes the child's greatest strengths. Parents in this program felt they learned how to observe children, how to use equipment, what the childrens' interests were, how to deal with conflicts, how to help children cope with frustration, and how children related to adults and to each other. They learned to listen for language patterns and to see evidence of logical thinking and problem solving. In evaluating, it seemed that although children profited, and the teachers valued the experience, it was the parents who benefited most. One comment regarding the program was made by a father: "We enrolled in this group so our child could have the experience, but _we_ are the ones who have truly benefited."

Lane (1968), Gray (1965), Hunt (1961) Deutsch (1963) and others working with disadvantaged children find that the school can provide guidance for parents so that they can give specific educational stimulation to their children. Gray (1966) in the DARCEE program has what is termed the "maximum Impact Group" in which mothers participate once a week in the preschool, under the guidance of a teacher, and also work with a home visitor. Through a four-phase training program, they were encouraged to observe techniques of the teacher in motivating children to want to participate, to want to develop self-control, to want to share, and to want to work as a group as well as develop a positive image of themselves. The mothers were told step-by-step why the teacher had scheduled activities so that they might show the mother how to help the child form good habits and adjust to routine. The mothers began to learn that positive reinforcement can motivate the kind of responses they wished to obtain. Later the younger child at home will be tested to determine whether there is a diffusion of such learning within the family. The study is now in its sixth year. Many useful findings are expected to be forthcoming.

Lane (1968) tells of a home-task program being instituted this fall in the Cross Cultural Nursery Schools in San Francisco which recognizes that the mother is a small child's most important teacher. The staff, in order to influence the mother's style of teaching, has devised different tasks--games, puzzles, walking boards, etc., and these are left in the home for one week and their use explained in detail to the mother: how she can lift out learnings, influence attitudes, stimulate curiosity, etc. by the use of these tasks. There is a brief card, filled out by the staff, as an evaluation of the success of the use of each home-task. The work with the home-task has been very gratifying both from staff and parent viewpoints. The staff gets frequent entry into the home, and it is felt that the mother has learned a lot about her role as a teacher.

Deutsch (1963) has devised special techniques, one of which is a taped listening center, which may have wide application. It is felt by many that preschool follow-up data is not as encouraging as it might be because there is need to alter elementary education, and Deutsch is actively studying the effect of early elementary education curriculum alteration. Findley (1968) is in the midst of an early educational stimulation study with the hypothesis that early and continuous intellectual stimulation of children, ages three to twelve, through structured sequential learning activities, will result in higher levels of ultimate achievement than would otherwise be attained.

David P. Weikart and Delores Lambie (1967) feel that preschools may be attacking the problem of enhancing educational opportunity of the disadvantaged child in the wrong way. Perhaps amelioration of his learning deficits might be made more effective by retraining the parents. They have instituted the Perry Project in Ypsilanti Public School, Ypsilanti, Michigan, in which weekly home visits provide direct instruction to the child and to share with the mother information about the educative process, as well as to encourage her to participate in the actual teaching of her child. The teacher's demonstration of child-management techniques indirectly teaches the mother the most effective ways of handling her children.

Another project in process which is attempting to meet the need of children from homes which lack cultural and economic advantages is a research and demonstration unit called Children's Center, at State University of New York Upstate Medical Center in Syracuse. Anglund (1968, pp. 52-57) reports that Julius B. Richmond and Bettye M. Caldwell, co-founders of this project, have designed an educationally oriented day-care program for children from six months to five years of age. Their aims are to create an atmosphere in which infants and children can grow happily; to be a bridge between whatever culture the parents offer to the culture of a larger world; and to provide specific learning experiences for stimulating cognitive growth of the infants and children. Staff of the unit, which is part of a larger research project on patterns of learning during the first years of life, includes teachers, nurses, social workers, research persons and a part-time pediatric resident. In the first year, the I.Q.'s of the twenty-nine children who attended the center for three months or more showed average increases of 5.5 points, while the control group showed a downward drift. In general, under cultural deprivation, the I.Q. of a potentially bright child of 120 I.Q. can drop twenty points in the period between the ages of six months and twenty-four months, according to Caldwell. It is the opinion of the co-founders that the encouraging early results suggest that such programs will have value on a large scale.

Under the Office of Economic Opportunity, with Julius B. Richmond, M.D. as the National Director of Project Head Start, pilot programs of Parent and Child Centers are being initiated nationwide to provide services for disadvantaged families who have one or more children under the age of three. There will be a blending of home, school, and community resources to offer residents of a particular geographic area a wide range of services. The prime objectives are to help economically deprived families rise from poverty to independent and effective functioning; and for their children to develop to their full potential.

Blending of Health Services and Education

The National Commission on Community Health Services, after a four-year nationwide study (1961-1966, pp. 169-171) of community health needs, resources and practices, stated that health is inescapably a community affair and that there is a great need for community action planning. As stated in their report:

> Health service objectives can be met through processes which provide opportunities for citizens to work together to understand, identify, and resolve problems, to set intermediate and long-range goals, and to act to achieve the goals.
>
> By such cooperation and joint effort on the part of their citizens, communities will find that there is less likelihood of working at cross-purposes and more likelihood that the total effort will be well coordinated. Achievement of a united effort is important for attaining desirable health objectives.

While communities are to explore all avenues to support innovative procedures, the state, regional and national agencies and groups should facilitate the local health action-planning efforts in every way possible.

That health services can be successfully blended with the educational system has been demonstrated by Glidewell and Stringer (1967, p. 400) who affected a pooling of resources of the St. Louis County Health Department and three county school districts. Their finding was that "at the point of focus on prevention--both academic failure and social-emotional breakdown--the educational institution and the health institution found a viable, developmental linkage".

Morgan (1962) conducted a project through Pacific Oaks School, the purpose of which was to provide training and guidance to the Los Angeles County Health Department in planning and carrying out parent education programs. The subsequent programs instituted by the County Health Department in connection with their well-baby clinics were felt to be successful.

Merrill-Palmer Institute, in seeking to be a catalyst for community action, opened the Rose P. Skillman Center designed as an educational and recreational center for all ages. It is used by a variety of study groups and recreational activities, and John G. Chantiny (1966), Director of the Family Development Center, visualizes extension and integration of study, research and services. An emphasis will be placed on parent education, and Merrill-Palmer's graduate program now plans to offer an internship in parent education. Chantiny feels that we need more projects that can enhance family competence, aid family relationships and help people do a job as a family.

Crisis Intervention

In the study of the family there is, as noted by Rhona Rapoport (1963) a growing body of work in the social-psychiatric field known as "crisis" studies. These concern certain transition points in the normal development of the family life cycle: getting married, birth of first child, children entering school, death of a family member, divorce, leaving home, etc. These critical turning points, or transitions, directly affect the individuals within the family and the total family system in highly variable, disturbing ways. The studies of Caplan (1960), Lindemann (1951) and Bibring, et al (1961) all point to the postulation that if the crisis is handled advantageously, the result for the individual or the family is some kind of maturation or development. The way in which the crisis is coped with will affect the mental health as well as the ensuing relationships of the individual or family involved. Lindemann and Caplan further state that it is during the time of "acute disequilibria" that skilled intervention techniques are welcomed by the person undergoing the transition, and such preventive intervention can improve the outcome levels.

The South Carolina State Department of Mental Health collaborated with the Sumter, South Carolina School District No. 7 in a study initiated by Newton and Brown (1967, pp. 499-526) with a preventive approach to developmental problems in school children. The goal of the investigation was to demonstrate that mental health teams can identify and modify developmental problems before they develop into illnesses; and that experiences can be provided which will prepare children and adults to meet life's stresses. The project focused on the one 'life crisis' common to all--school entry. An attempt was made to determine those interventions which facilitate optimal adjustment to the transition from home to school. Teams worked with both parents and children. The investigators concluded that in order to prevent major behavioral disorders resulting from stress there must be a dynamic partnership of all those responsible for a child's development: the parent, teacher, scientist, and, of course, the child. "It is somewhere within the resources represented by these key people that the child will likely receive the help that is possible for him." Noted in this project was ample evidence that parents and schools are unusually receptive to intervention based on confrontation and management of stress.

According to Neubauer (1964) each step of growth derives from social interaction. When this is missing, as is the case with many children, or even if it is partially missing, or if a consistent social relationship is unavailable, a condition is likely to develop which may set the stage for a variety of situations to become traumatic. Conditions which may be detrimental to one child may not be necessarily so for another child.

To investigate how children cope with their own traumatic situations a research was developed by Lois Murphy (1960) and conducted under the auspices of the Menninger Clinic. She explored the relation of the child's coping efforts to aspects of temperament and resources for growth, and investigated extensively the sources of stress and stress-relieving factors, as well as healthy and unhealthy patterns of coping with stress which are important in mental health education. She concluded that to enhance mental health there is need for community planning which would include education of parents, pediatricians and hospital personnel; and further notes that one desirable goal would be to provide all children with an early school environment in order that the individual child's developmental progress could be studied and guided appropriately with behavior difficulties prevented or minimized.

Summary

Studies which demonstrate relationships between environment and mental growth are beginning to emerge. Hunt (1961), Deutsch (1960), Gray (1966) Lane (1965) and others have shown that early intervention of health and educational techniques have been successful in hard core poverty areas. Deutsch (1967) suggests that educational programs for children of the future will be composed of many components, but one of the most important will be extra-educational and will have to do with extending equality of opportunity to all members of a family and of a community at all points in the life cycle. There will be pressure on the school to prepare all people for functioning in a highly complex technological society.

The fact that education should start earlier, include parents, and continue throughout life is widely accepted by professionals in the field. Brieve (1966) conducted a study to see if parents would be accepting of innovations which would carry out this assumption and found that parents see clearly that they should share responsibilities with the school for child education, but feel that they need guidance as to what those responsibilities are. Gray (1966), Lane (1965), Deutsch (1960), and the Parent-Child Centers conducted under the Office of Economic Opportunity are bringing forth data which will be helpful in determining a point of departure for the teamwork of parents and teachers and others in achieving maximum cognitive growth and mental health for each individual.

That health services can be successfully blended with the educational system has been demonstrated by Glidewell and Stringer (1967), as well as by Morgan (1962). Merrill-Palmer Institute, in seeking to be a catalyst for community action, has opened the Rose P. Skillman Center, designed as a recreational-educational center for all ages.

The "crisis" studies, which are appearing in the literature in increasing numbers, all point to the fact that during the time of crisis or transition a person is amenable to skilled intervention techniques, and that such preventive intervention affects positively the mental health of the family or the individual. The Sumter Study, initiated by Newton and Brown (1967) successfully demonstrated that mental health teams can identify and modify developmental problems before they develop into illnesses; and that experiences can be provided which will prepare children and adults to meet life's stresses. Their project focused on the one 'life crisis' common to all . . . school entry, and they concluded that in order to prevent major behavioral disorders resulting from stress there must be a dynamic partnership of all those responsible for a child's development: the parent, teacher, scientist, and the child.

Implications for Education

The direction of recent research in the field of cognitive development suggests that intellectual skills are developmental in nature and may be modified by variation in the environment. Longitudinal guidance studies as well as those of independent researchers point to the fact that learning begins at birth and that the infant has need for tactual, auditory and visual stimulation for maximum cognitive growth. It is reasonable to hope that by better meeting these needs we may raise the level of intellectual capacity within the population.

Since learning begins at birth, we are confronted with the fact that the home must be considered as a major educational organization. Yet LeMasters (1957) in investigating parenthood as a crisis, found that the randomly selected parents in her study felt they had very little, if any, preparation for parental roles. Most felt that they did not know what children were like. These findings have been replicated by many workers in parent education. Further, it is well documented that the child's personality becomes a mediating factor in his cognitive development, (see listing of studies in "Review of Research Related to Learning, Development and Mental Health," Section III, pp. 31-48) and many emotional disorders and social maladjustments originate during the early years of life which prevent or lessen not only the child's adjustment to school and learning, but influence him adversely throughout life.

In the light of these considerations, it seems indicated that the public educational system, which is available to all parents in all communities, should plan for educational opportunities of a nature which will increase the parenting skills, as well as to provide for the children all the educational advantages which our technologically enriched society is capable of producing. It is foreseen that technology will become a major medium of instruction. Research cited by Zinn (1967) shows that computers have been researched extensively and proven successful in furthering individual learning of students. In addition, encouraging analyses of costs and benefits of computer technology for educational use has been carried out by Gerard (1965). It is found that computers are helpful not only to students but also to teachers in supervising instruction, to authors who prepare self-instructional materials, and to researchers who study the optimization of learning. The successful use of television, video tapes, talking typewriters, etc., has been demonstrated by Moore (1960), Bruner (1956), and others. Graf (1960) has successfully utilized the television circuit to conduct parent education, faculty meetings, and special programs for various grades. It is recognized that the training and retraining of teachers and other school personnel will be necessary in order to prepare them for use of technology, as well as to implement other educational innovations in working with parents and children.

Hollister (1966, p. 205) in developing the concept of strens in education as a challenge to curriculum development, speaks of a "stren" a coined word which he defines as:

> an experience in an individual's life that builds strength into his personality, more specifically, extends and strengthens cognitive-affective ego functions . . . it is reserved for the more or less discrete experiences that can be either objectively or subjectively identified as having contributed to psychological growth and the emergence of new capacities. It is the task of education and behavioral sciences to match strens to varying receptivities and maturational stages and differing personality structures and learning styles.

In this, many would deduce, he is calling for a curriculum which amalgamates all that our current research points toward: that learning begins early; there is a relationship between mental health and learning; that parents have a role in teaching; that there is need for matching the learning experience to the person at his level of cognitive development; and that learning is a continuing individual matter.

That an educational system for individualized learning which involves parents should be initiated at the earliest level, preferably at birth, is then entirely appropriate. It is during the child's early years that the parents are most receptive to education for their parenting role, and it is at the time when maximum results of learning are utilized by the child. During these early years, schools have the unique chance to help parents to understand their children; (how they learn, grow and behave as they do, and how they might best foster this growth and development in the home) as well as to optimize cognitive development through instructional techniques. In this way, education would have not only a responsibility for encouraging cognitive development in parents and children, but also for the strengthening of family life.

Hill (1958, p. 50) says that "today the myth of family self-sufficiency requires discrediting. To replace it we bring the concept of interdependence of families within communities." He cites the high mobility of young families resulting in loneliness in new communities and raises the questions of to whom would they turn for counsel and help when they want to talk about their troubles, and how they will become integrated into a new neighborhood or community.

The assumption of the Planning Committee of the Parent-Child Educational Centers of Litchfield Park, Arizona, is that the school can ably serve as a coordinating activity for the community services which relate to families, while working with parents in evolving a process for meeting the educational needs of both parents and children. It can, hopefully, produce families competent to exercise leadership in producing maximum environmental stimulation for the cognitive growth of children. Realizing the strategic importance of both home and school in human life, the school can provide the focus whereby each will be able to deal with the complicated field of forces which make up the family and community and educational milieu. Educators and parents working with other disciplines, in close cooperation with others in the community, utilizing all available knowledge from research, and with systematic and practical research and development always in process, can design its educational system along vital dimensions, with a school climate always favorable to change.

The intimate involvement of those most closely concerned with the education and developmental well-being of the child can make it possible for the public school system to serve as the hub of the community to meet the particular needs of the inhabitants thereof; can provide a stress-reduced flow from family life to school life; increase the mental health of both parents and children; help parents in the refinement of their parenting skills; and at the same time provide for the sound education of our nation's children.

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CHAPTER III

THE RATIONALE FOR PARENT-CHILD EDUCATIONAL CENTERS: WORKING PAPER #1

A Parent-Child Educational Center is a coordinating activity purposing to serve both parents and children from infancy through seven years (or thereabouts) and is carried on through the mutual initiative and involvement of parents and professional staff.

The basic purpose is twofold; i.e., to be of service to parents (1) in providing for the developmental well-being of their infants and young children, and (2) in achieving ever increasing effectiveness in their parenting skills.

Developmental Beginnings

Probably there is no period in a child's life when learnings stand out with such dramatic clarity as during infancy and the early years of childhood. Baby helplessness gives place to skill in reaching and grasping, and in voluntary movement of the body, sitting, standing, and walking. Baby babblings give way to recognizable speech sounds. Gradually words emerge and are correctly identified with the objects or activities for which they stand. Single words become linked into two and three-word combinations that convey the child's ideas and feelings or express his wonderments. In time these lengthen into sentences. All the while speech patterns have been in the making.

As the child speaks there becomes more and more clearly evident the knowledge and information that he has been gathering. His questions of "WHY?" bespeak his search for understanding.

Even more evident than specific learnings such as these is the unfolding of individual characteristics that identify each child as a person unique in his own individuality.

It is in infancy and early childhood that the foundation is laid for all of a child's school learnings. When he comes to school at the usual age of five or six, he brings with him speech patterns well set. He brings with him an ever increasing vocabulary with functional use of words that denote number, space, distance, time, quantity, and the like though the concepts that the words denote are vague and as yet unclarified.

He brings with him a concept of himself and of other people though those concepts are largely unformed in words. He has had varied relationships with other people and again though unexpressed in words, basic concepts affecting all of his relationships with people have been in the making and these he brings to any new relationship. Likewise skills have been in the making, skills that have to do with his care of his own needs, with his participation in the family living, with his handling of objects and materials.

Desirability of Developmental Continuum

Naturally it is the parents who are most intimately concerned with all of these details of the development of their child. It is the parents who are daily with him and who recognize as no one else can the changes that take place. It is the parents who provide the conditions that make for optimal development as it pertains to the physical details contributing to healthful living; to the feeling tone given to the living; to the social contacts included in it; to the relationships within the family; and to the guidance given in all the learning as it goes on.

In short, it is the parents who, more than any others, are closest to the child and the ones most vitally concerned with his developmental well-being from the time he is born (and before) on through each year of childhood. They are deeply concerned with their own parenting skills. They gather information from one source and another relating to the myriad details of their child's care and up-bringing. They develop skill in handling those details. They meet problems and search for the solutions to them. They develop the kind of home life that comes natural to them and that expresses the values to which they hold.

Traditionally, the school has not concerned itself in the developmental well-being of a child in these early years, nor in more than a casual way with the learnings that have taken place in the years before his formal school entrance. Nor have the everyday concerns of parents incident to the care of their child during the years before school been a matter to which the school has customarily given attention.

But neither the learnings of those years nor the concerns of parents during them can be ignored if the school is to give more than lip service to the idea that living for every child should be a continuum of integrated experience, development, and learning, fitted to him as the individual he is.

Accepting this concept of the desirability of developmental continuum it is logical for parents to look to the school to work with them in providing for it. This points to the extension of the school's interest in the children in a community backward to the years before the traditional school entrance age, back to the years of early childhood, back of these to infancy, and when parents so desire to the prenatal period.

This leads to the planning for a Parent-Child Educational Center as a basic beginning unit of the public schools of Litchfield Park.

The Center: An Activity

The concept of the Parent-Child Educational Center as the beginning unit of a public school has grown out of the above-mentioned considerations. As defined in the opening paragraph, a Parent-Child Educational Center is a coordinating activity purposing to serve both parents and young children (from infancy through seven or thereabouts) and carried on through the mutual initiative and involvement of parents and professional staff.

The Parent-Child Educational Center is defined as an "activity" rather than as a place since the daily living of parents and children is essentially active and mobile and it is this daily living on which attention is focused.

In defining the Center as an activity, the term is used in a collective sense as encompassing such phases of the total daily living as may be of concern to the parents at any given time and as may be of immediate significance in their children's developmental well-being as seen by parents and professional staff.

In speaking here of "concern to the parents", the word "concern" is thought of as connoting interest in a child's general well-being rather than indicating anxiety about a so-called problem for which the parents are seeking a solution. This significantly broadens the base of the Parent-Child Center as an activity serving parents and their children since the base becomes an interest in total well-being in all of its phases rather than narrowing it to problems, although the handling of such problems as may arise is properly a part of providing for total well-being.

Mutual Initiative and Involvement

The extent to which the above or any other aspects of their child's development and learning shall be served through the Parent-Child Educational Center properly lies with the parents in individual families. By definition and intent a Parent-Child Educational Center functions "through mutual initiative and involvement of the parents and the professional staff". It is only through such mutual initiative and involvement that it can be carried on.

Here it is implied and intentionally so that initiative may come from either parents or professional staff. It is natural that some services known to be generally useful to parents of young children should be set up and made available to them through the initiative of the professional staff who have been trained in specialized fields. It is equally natural that other services should come about through parent initiative and/or by parent request. "Services" as here used should be understood to include not only tangible aid of one kind and another, but likewise the gathering of pertinent knowledge and information, the opening up of areas of thinking, the suggesting of ideas along one line or another.

In the matter of parent involvement it is to be expected that there should be varying degrees of this from the beginning and from time to time depending upon parent interest, family situation, personal health, and other individual considerations.

The mutual interest and involvement of parents and professional staff points directly to the basic means by which a Parent-Child Educational Center can function as a coordinating activity. This in itself bespeaks a coordinating of effort, capabilities, resources, interests, services, and ideas. This provides the basis for drawing in other resources to serve specific purposes.

The Approach

The Parent-Child Educational Center as above described is an innovative approach to education. It is no attempt to push the customary school learnings downward. It is rather a turning of attention from outlined learnings to the child himself who as a living developing individual is doing the learning. The basic intent is to so understand each child's individual capabilities as to provide for the learnings that fit those capabilities as they become evident and with ongoing continuance.

Thus parents and professional workers of the Parent-Child Educational Center are concerned with individual development and individual learning as it proceeds for each individual child from the days of dependent babyhood; through the days in which he gains facility in body movements, in speech, in use of ideas, in all aspects of development; on to the days one customarily thinks of as the time to "begin school". In the Parent-Child Educational Center plan, school days come about naturally, sooner for some than for others, with more structured learning for some than for others. They come for each one at the time that befits him as an individual and with continued mutual initiative and involvement on the part of parents and professional staff in providing for his developmental well-being.

The approach in a Parent-Child Educational Center to school learnings is no haphazard laissez-faire approach. It is a thoughtful considered approach begun in infancy. It takes full account of all the learnings that have been going on with recognition of the parents' role as teachers from the time the child is born. It looks upon the early learnings with awareness of the significant relationship of those of the baby and little child to the ones that are commonly thought of as school learnings.

Both the early learnings and the school learnings come within the structure of the public school system of which the Parent-Child Educational Center is the beginning unit. While the point has been emphasized that the Parent-Child Educational Center is an activity rather than a place there is, of course, a location which serves the professional staff as home base, a place where resources for parents are available, where parents and children come and go for one purpose and another, and where a "school" setting is provided. While the Parent-Child Center is an integral part of the public school, it is a neighborhood unit with the pathway system of the newly planned city so designed as to make it accessible with no crossing of traffic lanes.

Individually Oriented

Since learning is conceived of in its individual continuance the usual school grade-placement is non-existent. There is no dividing of the children into either age groups or for the accomplishment of designated segments of learning. This does not imply, however, that attention to the children's school learnings is either casual or incidental. These learnings are not left to chance nor are the children left to happen upon them as best they may. No. Through "mutual initiative and involvement" school learnings are definitely planned for, thoughtfully stimulated, carefully fostered and nourished, as well as welcomed when they come about through the children's initiative. Always the learning opportunities opened up to any child are geared to his individual development and previous learning as the parents and professional staff in working together have come to recognize it in its various aspects.

This attention to individual development and the opening of the way to the learnings suited to the individual child does not mean that learning goes on in individual isolation. Rather it goes on in whatever groupings come about naturally, either through child initiative or teacher and parent initiative. One may find a given child with one group at one time; with a different group at another; again busy alone with some enterprise of his own; still again with a teacher or a parent making this, doing that, as the interest of the moment indicates and as the activities of others make reasonable and possible.

This flexibility which is an essential element of a Parent-Child Educational Center means that just as grade-age-placement is non-existent so also is any fixed room-placement. Rather facilities are planned so that there can be free movement, free grouping, and intermingling as is appropriate at any given time.

The infants and little children not yet at the point of development for school learnings come and go as their parents come and go and facilities suitable for them are provided. The homes of parents who are involved are properly thought of (when parents so wish) as location for activity as much as the place which serves as home base for the professional staff. This means that the program can function either at the Center locations or in different homes as occasion indicates.

Thus parents and their children, infants, toddlers, those in school, come to the Center location and when so desired by the parents, professional staff come to the family homes for such details of activities as may be useful either for parents or children.

The free flow of activity from and to home and Center location is a salient feature of the Parent-Child Education Center as conceived for Litchfield Park where it is a neighborhood unit within easy walking distance of the homes.

There is no blueprint for "mutual involvement" of parents and professional staff. Just as recognition is given by a Parent-Child Educational Center to the individual characteristics of children so is there awareness that parents and professional staff likewise have their individual characteristics and that these are factors affecting the degree and nature of their involvement. This means that mutual involvement is of necessity worked out as befits the parents and the staff at any given time. Again, this does not point to haphazard, laissez-faire trial and error procedure. There are basic principles which furnish guide lines to ways of arriving at workable mutual involvement and use is made of these.

Conclusion

While the Parent-Child Educational Center as here described is an innovation in its total concept as the beginning unit of a public school system, there have been and are now in operation programs in various parts of the country where there is some degree of mutual involvement from which to draw suggestions. Gathering such suggestions from the parents' own experiences in any of these; from the experiences of the professional staff; from the finding of research; and from any other sources is part of the mutual involvement of parents and staff as is also the consideration of the usefulness of these in the Litchfield Park situation and the planning for their adaptation.

It is assumed that parents who involve themselves in the Parent-Child Center are doing so because of their (1) interest in the developmental well-being of their infants and young children, and (2) in achieving ever increasing effectiveness in their parenting skills.

This points directly to the basic purpose of the Parent-Child Educational Center, which is to be of service in the accomplishment of this twofold aim. The program of the Center, therefore is, in no sense, an adult education program as such. It is rather one serving parents who as parents of infants and young children are concerned with their parenting skills and the developmental well-being of their children. This sets the sights for all program planning and for the functioning of the Center. However, there is full recognition of the fact that many parents may wish services aside from those directly concerning them as parents but relating rather to themselves as individuals. Since anything touching upon parents as individuals has its bearing on their parenting skills, it is properly a function of the Parent-Child Center as a coordinating activity to be of such aid as possible in pointing the way to securing the desired services from the appropriate source.

CHAPTER IV

THE PROGRAM: WORKING PAPER #2

The Parent-Child Educational Center is projected as the beginning unit of the Litchfield Park Area Public School System.

The Parent-Child Educational Center is a coordinating activity purposing to serve parents and their young children, from infancy through seven years (or thereabouts), and is carried on through the mutual initiative and involvement of parents and professional staff.

The basic purpose of the Center is twofold; i.e., to be of service to parents (1) in providing for the developmental well-being of their infants and young children, and (2) in achieving ever increasing effectiveness in their parenting skills.

General Characteristics of the Program

The program of the Parent-Child Educational Center is taken in a broad sense as referring to all the means by which the basic purpose of the Center is accomplished. The involvement of the parents and the children served insures its being kept close to the realism of everyday living. This does not preclude, however, looking with vision beyond the known means for meeting the immediate needs of that living to innovative measures that might enhance and enrich it. Through the mutual initiative indicated in the definition of the Center, vision is continually broadened and extended but the program is kept within the bounds of practicality by having sights always set on the basic purpose to serve parents in (1) providing for the developmental well-being of their children, and (2) in achieving ever increasing effectiveness in their parenting skills.

In describing the characteristics of the program of the Parent-Child Educational Center it is natural that the word "school" should often be used since the Center is a part of the public school system.

However, as used by the parents and professional staff the word is broad in its connotation. While it includes what are commonly thought of as the school learnings, it extends beyond these to include all related learnings.

Further, its use does not indicate any specific time when the commonly recognized school learnings shall begin. It is recognized rather that these learnings have their beginnings in infancy and progress continuously therefrom.

Thus it is that the Parent-Child Educational Center has removed limitations to the word "school", both as to the scope of the learnings involved and as to the time of their beginning.

However, this should not be taken to mean that attention is not given to planning for the usual school learnings. Full attention is given thereto, but at the time in each child's development when it seems appropriate.

School thus becomes truly a continuous growth process beginning in infancy. This is the sense in which the word is used by parents and professional staff and the sense in which it is used in this working paper. To serve as a reminder of this broader connotation it is enclosed in quotation marks whenever reference is made thereto.

It is a Flexible Program

Being rooted in the daily living of parents and children, the Parent-Child Educational Center program is a flexible one easily subject to modification or change as seems desirable in more effectively accomplishing its purpose. This does not mean that it is bent this way or that according to individual whim. It means rather that there can be and are changes within the general program plan when through mutuality of planning these are seen as desirable. Always the basic purpose of the Center furnishes the plumb line for determining the extent of that desirability and the advisability of proposed change.

There is flexibility that allows for initiative on the part of parents, children, and professional staff as they go about the daily carrying on of the program. There is exchange of varied responsibilities when for some reason such seems desirable, often to the point of exchange from home to school or school to home.

There is flexibility that allows for moving out of some accustomed groove into another before the groove has become a rut, as when a group of children goes to a given home for some "school" activity. There is experimenting with other than the customary procedures when the new gives promise of effectiveness beyond what the old had offered.

There is flexibility that allows for free informal groupings of the children both indoors and out; flexibility that precludes fixed groupings either on the basis of age, number, or outlined segments of learning to be covered; flexibility that allows for a child's shifting from one group to another for varying purposes.

There is flexibility that allows for free movement of individuals and/or groups depending upon different individual or group activity. Sometimes movement is child initiated; sometimes parent or staff initiated, depending again on what is being done. Space and equipment is so provided and arranged that such movement is possible.

There is flexibility in the time schedule for planned activities. This does not mean haphazard schedules but ones that are so planned that changes are possible and can be made with ease. There may be change for all of a group or for only part of a group or simply for some individual. Or change may wipe out what had been thought of as a terminal point of an activity if the occasion seems to call for more time than had been planned.

There is flexibility in the expectations held for the children, flexibility that takes account of individual characteristics, of varying conditions that touch upon health, home affairs, or unexpected events in some child's living, and the like. It is this flexibility in adjusting the program to individual situations that allows for a wide range in the time of "beginning school" for different children. It is recognized that some are ready for more structured learning opportunities sooner than others and some can take more of it at a time than others. Thus the length of day can be and often is adjusted to fit individual situations.

It is only with such flexibility that the program of the Parent-Child Educational Center can be kept, not only practical and realistic, but dynamic, stimulating, and potent in its effectiveness. The organization and administrative planning is designed to provide for such flexibility and to make it possible for the Center to function in a free, unhampered, but orderly way.

This characteristic of flexibility is basically essential to the operation of the program as it evolves because of the diversified characteristics, services, capabilities, and concerns of the parents and professional staff involved. Always there is the possibility of some new factor to be considered--some special individual interest or need, some neighborhood or community situation, some hitherto unthought of idea. And always there is the necessity for the flexibility that allows for utilization of the continuous learning of parents, children, and professional staff.

There is Diversity and Variation

Closely related to the flexibility that characterizes the program is diversity and variation in methods of operation. There is continuous search for the ways of doing that best serve whatever the immediate and specific purposes may be.

Diversity and variation from the customary are not sought merely for the sake of being innovative nor are new ways of doing rejected because of their being untried. Stereotyped methods are not rejected simply because they are stereotyped but neither are they blandly and unquestioningly accepted because "this is the way it has always been done".

The mutuality of planning in itself brings diversity and variations from the stereotype to the program and gives it freshness and newness of approach. Parents are largely untrammeled by any feeling of necessity to follow established patterns. They speak freely of their objection to such patterns and strike off from the beaten paths in the search for an answer to some specific question, or the solution of some particular problem. They do not hesitate to question whether some way other than the one proposed might not more profitably be used. Often their very lack of interest in joining in some activity of stereotyped nature highlights the need for finding a more acceptable way of doing.

In the Parent-Child Educational Center the diversity of ways of arriving at the accomplishment of purpose is seen as both possible and desirable and the search for ideas of such ways is continuous. The fact that at any given moment the more innovatively useful way is not clearly evident is no deterrent to the search for it.

It is Challenging

This openness of thought to the new, the innovative, the as-yet-unfound is a distinguishing characteristic of the Parent-Child Educational Center program both as it relates to provisions for the developmental well-being of the children and to increasing the effectiveness of parenting skills.

This points to the challenging nature of the program, the challenge to forge ahead fearlessly though always thoughtfully to find the answers to many questions. What does best provide for the developmental well-being of children as shown by all of the findings of scientific research? How can those findings be put into practical application? What are the tangible evidences that developmental well-being is being achieved? What are the parenting skills that parents themselves recognize as being effective? What are the tangible evidences indicating increasing effectiveness? How can the children's eagerness to learn be nourished and kept intact? What are the practical "school" learnings for today's children?

How can parents and professional staff so arrange conditions that learning for each individual child shall move along as a continuum?

These and many other questions challenge the parents and professional staff of the Parent-Child Educational Center. The fact that they present a challenge in no way suggests that they are wholly unanswered. Scientific research and parent and professional staff experience have produced many answers. Always, however, there is the challenge to find the specific answers that fit the particular purposes of the Parent-Child Educational Center. This challenging characteristic of the program serves to keep it fresh, alive, and vital.

It is Evolving

This points to another feature of the program. This is its evolving nature as new insights develop and old ones deepen. This does not mean that the program is without direction veering this way and that. No. The basic purposes stated in the definition of the Center furnish general direction.

From these purposes stem two simple but highly implicative questions. What is good for children? and, What is good for parents? (Good is taken in its correlative meanings of advantageous, beneficial, desirable, helpful, useful). These two questions with their implications of the countless details encompassed in the everyday living of parents and children indicate further direction and suggest guide lines for planning, operation, and evaluation.

Thus a program framework is implied in the definition of the Center and its purpose. Within this framework program content evolves and working plans emerge through the mutual initiative and involvement of parents and professional staff. Being as it is, the beginning unit of the public school, this naturally sets the pace for the continuing evolving of program as the children move into the next units of the school's continuous growth program.

It is Individually Oriented

While the details encompassed in answers to the two questions above mentioned (What is good for parents? and, What is good for children?) serve as general guide lines to the developmental well-being of children and increasing the effectiveness of parenting skills it is recognized that the specific answers for all parents and children are essentially individual. There is full recognition that parents in each family naturally and necessarily seek and find their own answers that fit them and their children in their individual pattern of family living.

Similarly, as provisions are made for both parents and children at the Center location the orientation is individual with attention given to discovering and understanding individual characteristics, interests, and capabilities and gearing all that is done thereto.

This carries through to assessment and appraisal as the program evolves. Such assessment and appraisal is individual rather than competitive. It is recognized that competitiveness arises in the natural course of events as children grow but this too is considered from an individual point of view and as related to the general living of the person or persons concerned.

This feature of individual orientation puts the initiative and involvement of parents and professional staff on an individual basis with each participating as befits that person.

It is a Way of Life

All that has been said points to the program of the Parent-Child Educational Center as a way of life rather than a series of activities outlined and set down as a plan to be followed. So it is. The concern of parents and professional staff is with the whole broad scope of living and not merely or even primarily with problems. This does not mean that problems are ignored. They are not but they do not constitute the raison d'etre for the Center program. Rather they are seen as incidents in the course of the living of those concerned, important incidents and always so considered, but always incidents with the frameworks of the total living. Although the Center program is not primarily diagnostic yet the fact that it begins with infancy means that frequently there is early detection of some problem that might otherwise have gone unrecognized until much later.

While parents, when they so wish, turn to the professional staff for help with this problem or that, they do so as a part of their total involvement in the program and not as their sole relationship to it. They are concerned with the overall effectiveness of it in its continuing relationship to themselves and their children and in the community. Thus it can be said to be a way of life rather than a means for problem solving either solely or primarily. However, it happens sometimes that the first involvement of some is because of a problem situation and as that is resolved, the interest continues and the involvement becomes broader.

Planning the Program

The term "program" as mentioned earlier is taken as broadly referring to all the means by which the basic purpose of the Center is accomplished. The approach to planning such a program is clearly indicated in the definition of the Center.

In that definition it is stated that the Center as a coordinating activity is carried on by "mutual initiative and involvement of parents and professional staff". This naturally includes program planning since in a very real way the Center IS its active program.

The mutuality of planning is a salient and distinguishing feature of the Parent-Child Educational Center. Thus it becomes necessary to consider the details of the planning before attention is given to its various coordinating details.

Mutuality of Planning

Attention is called here to the mutuality of planning by parents and the professional staff. Both bring significant contributions.

Parents bring to the planning of the program their basic interest in the developmental well-being of their children and in their own parenting skills as well as their individual training, skills, and capabilities in varied specialized fields of work.

They bring their knowledge and already developed capabilities as parents and their insights into the areas where they may wish to increase the effectiveness of those skills. They bring the understanding they have of their own child; the hopes and ambitions they have for him; the values they hold to in their family living; and the background of experience they have had with other children than their own. They bring their basic ideas of what is good for children to know, to feel, to do, to have.

It is only the parents themselves who can bring this into the planning of a program intended to be of service to them in the everyday living with their children and in the building and maintaining of the kind of family life they want for themselves and their children.

It is only the parents who can pick up the homely little details of that living which are of special import to them at any given time. It is only as the program touches these homely details that it can be of practical service to the parents and children who are involved in living those details. It is through parent involvement in planning that these are brought into the program giving it vitality, virility, vigor, and practicality.

The professional staff bring to the mutual planning their specialized knowledge and capabilities in various areas; their skills in working in those areas; their experience in varied fields of service; and their insights and understandings of people gained from those experiences. They bring their own individual interests and values; their capabilities in a variety of areas; and often their own experiences as parents. It is the professional staff who is in the position to take the overall view in all the planning which enables the Center to function as the coordinating activity it is. They bring to it their leadership skills and these are essential to its orderliness, consistency, unity, and cohesiveness.

As the term "mutuality" is used here in reference to planning, it implies much more than merely acquiescence, compliance, or consent, willing though these may be. It indicates an active two-way working together in which both parents and professional staff offer ideas, consider ideas, accept ideas, reject ideas, modify ideas, and blend them to evolve a working plan which in turn may be modified through further mutual planning.

In the mutuality of planning the ability of children to plan and their interest in doing it is neither overlooked nor is its importance minimized.

The ability to plan becomes evident with the very little child's "Let's do this or that", or, "Can we do thus and so", or, "I wish we could---". As he grows, these fragmentary beginnings of planning broaden and deepen and his, "I know what we can do", attests to planning of wider scope and more organized detail. This brings one directly to the planning done for and with the children as they come to the point in their development that brings them to "school" learnings.

Here, too, one of the distinguishing features of the Parent-Child Educational Center is the mutuality in planning as it relates to all the many provisions for those learnings.

It is the children themselves who show by action, by attitude, and by words, their assessment of their own learnings. Parents and professional staff find as they bring the children into the planning that they have ideas about use and arrangement of equipment; about the times for doing this or that; about things they might do and would like to do; about ways in which they can help each other in their learnings; and about all the details of their activities and their part in them.

Initiative in Planning

As indicated in the definition of the Center, mutuality includes both initiative and involvement. So it is in the planning of the program. Initiative comes sometimes from parents, sometimes from professional staff and in varying degrees at different times as impelled by individual interest, need, experience, concern, or purpose.

An essential aspect of planning is providing for the encouragement, acceptance, and utilization of the leadership implied in the word "initiative" whether that leadership comes from this parent or that one, from a few or from several, or from a few or several of the professional staff. Provisions for the encouragement of initiative above mentioned is a significant part of the planning, such provisions as engender a feeling of confidence in freely offering ideas as they occur.

Obviously not all of the ideas for action initiated by parents or professional staff can always be put into operation at the time of their initiation or perhaps at all. Part of the mutuality of planning lies in sorting out ideas and blending them into a program that is workable under the conditions that exist at any given time.

Individual Variation

It is recognized that initiative in offering ideas is a phase of involvement and a highly useful one as well as the more overt and physically active involvement. Both types are taken into account in the planning. Both vary from individual to individual and from time to time due to health, interest, other involvements, home conditions, and various personal considerations at any given time. All must be and are considered in the planning. This again points to a requisite aspect of program planning; namely, the combining, fusing, and blending of all that each person is ready to put into it with that which others offer.

This variation in initiative and involvement of parents and professional staff in degree and kind and from time to time suggests that the planning of the program in the Parent-Child Educational Center must be continuous and on-going. So it is. It can never be static and not only because of variation in initiative and involvement, but because the living of the parents and children whom the program serves is always varied and never static.

Continuum in Planning

Planning therefore is always going on, changing with changing conditions, changing as ideas emerge, as different persons become involved in different ways, as the children grow, and as children, parents, and staff work and learn together.

This points to another indispensable aspect of the planning which may be spoken of as planning how to carry on the mutuality of program planning in its ever-changing continuum. Parents whose involvement includes participation in planning and professional staff similarly involved consider and decide upon ways of coming to a knowledge and understanding of the feelings and wishes of parents who at a given time are not involved in the program or are busy in other aspects of it. This planning to reach those in the neighborhood who are not actively involved to let them know what is being done and to get any reactions they may have is an essential aspect of the planning.

Involvement of Parents and Professional Staff

This involvement touches every phase of the program of the Parent-Child Educational Center. It is an essential aspect of it.

What it Is and is Not

Parent and professional staff involvement in the Parent-Child Educational Center is active purposeful working together, planning together, and carrying out plans together.

It is not "parent education" in any sense of "training" parents, or of anyone outlining to them how their parenting should be done. It is rather a working together to gain deeper insight into parenting skills and to discover the ways of increasing their effectiveness in the everyday living as it is practically and realistically lived.

It is not something thought of as including mothers only. "Parent" is a word thought of always in the plural to include both fathers and mothers. Parent involvement is taken to indicate both father and mother involvement.

Further it is not thought of as "problem" involvement, to be discontinued when the "problem" of the moment reaches solution. It is thought of rather as continued-interest involvement.

The parent and professional staff involvement is not a plan for parent participation as that term is commonly used. It is not something the staff tries to get the parents to do to help out in their work with the children. It is a two-way involvement in which parents and staff voluntarily associate themselves in accomplishing the purpose which they have mutually accepted as something into which they are willing to put effort.

It is involvement that brings into mutual consideration from day to day and week to week the varied details that affect the living of parents and children and the functioning of the Center in serving them.

Putting Plans into Action

Beyond the involvement in planning which has been spoken of from the standpoint of its mutuality lies the involvement through which plans are put into action.

It is here that parents, children, and staff come into an active dynamic working relationship that brings into the program all the understanding that both parents and staff have of the ways to keep those relationships on a functionally useful basis. The children's part in this is recognized as a significantly useful one, and the inter-active role of parent-child-staff is a significant one.

This touches upon the whole body of learning relative to establishing and maintaining such human relationships as make it possible for persons with diversified characteristics, interests, purposes, needs, and abilities to work together in their individual ways for a common purpose. This is learning of import not only as it relates to the working together of the individuals concerned in one or another phase of the program activities, but as it relates to the functioning of the Center as a coordinating activity touching not only the neighborhood which it serves but the larger community as well.

Human relationships as they are worked out in the immediate Center activity extend to the broader relationships with other neighborhoods and with the community agencies. These relationships have contributory significance to carrying out the plans mutually conceived by parents and staff and to providing for meeting needs and interests highlighted in that planning.

Scope of Involvement

In the Parent-Child Educational Center, parent involvement is thought of in a very broad sense. Parents are thought of as being involved when they take even a small part in what goes on or if they use the services of the Center in any way as they go about their parenting.

Some parents who are very interested are unable because of one thing or another to involve themselves as much as they would like to do find later that they can arrange to involve themselves more deeply and do so. Many, as they find the services of the Center helpful, or as they hear from others about being helped, involve themselves actively when heretofore their interest has been more passive than active.

Involvement thus includes those who inquire of others about what goes on and throw out comments or suggestions concerning it; those who take a somewhat passive part in one activity or another; those who make use of the services though taking no very active part in them; and those who are definitely and purposefully active often in a variety of different ways.

Since the concern of the Parent-Child Educational Center program is an overall concern with children from infancy through seven, the involvement of parents and professional staff is an overall involvement. The interest is in the totality of the program rather than in some narrow specific phase of it. This does not preclude specialized involvement as specialized skills indicate but such specialized involvement is within the framework of concern with the totality of the program. This is seen as significantly important in providing for the continuum of learning for children, parents, and professional staff alike. Thus the mutual involvement contributes to the continuous improvement of the Center program and so contributes to the school system as a whole. This indicates a leadership involvement in which both innovative procedures and services are initiated, demonstrated and evaluated.

Special Skills

Often a parent with some special skill suggests the usefulness attendant on that skill in the children's experience. That suggestion touches on the way of bringing the experience to the children who are likely to be ready for it; of the considerations that can be taken as evidence that they are either ready or not ready; of the arrangements to be made for the parents' active involvement with the children.

This leads on to considerations together of the continuance of the particular type of experience to other days and perhaps to other children. Often it leads to the involvement of other parents interested in the new experience as it is opened up to their child. One seemingly simple suggestion from one parent often leads from involvement to involvement.

There is involvement for both parents and professional staff as consideration is given to the first recognizable speech sounds of someone's infant, or the developing body control on the part of another, or the exciting evidences of a toddler's learnings, or the progress of a child who is reaching out for more structured learnings. All of the details of a child's growing bring parents and staff into a natural involvement as they consider together the significance of these details and their implications for learnings.

Part of the involvement of the professional staff is in the exercise of the leadership skills mentioned in the description of the mutuality of planning. Part of the involvement lies also in keeping abreast of the scientific research in the various specialized fields related to the developmental well-being of children and to parenting skills. This touches upon all those areas related to the establishment and maintenance of strong family living, and mental health, and implies thoughtful consideration of the practical ways of making the knowledge functional.

Still further, professional staff involvement, in addition to all that has already been said or implied, includes the contacts with various community agencies touching upon the purposes for which the Center exists, and with maintaining a working knowledge of their services and how to utilize them.

Part of professional staff involvement, and an essential part, is in the continuous appraisal of the use made of research findings and all other pertinent subject matter materials in accomplishing the purposes of the Center. This points to the constant search that goes on for means of appraisal that give workable evidence of the degree and nature of that accomplishment.

Coordinating

By definition the Parent-Child Educational Center is a coordinating activity with the basic purpose of serving parents (1) in providing for the developmental well-being of their young children, and (2) in increasing the effectiveness of their parenting skills.

The word "coordinating" in the definition is a highly significant one pointing as it does to the manner in which the Center functions.

By dictionary definition, to coordinate is to bring into common action, to harmonize action, to act together in a smooth concerted way.

This accurately describes the way in which parents and professional staff go about accomplishing the purposes for which the Center exists. They are alert to the coordinating need in various areas and recognize that herein is a key factor in the useful functioning of the program of the Center.

Parent-Professional Staff Interests and Abilities

Parents and professional staff give a great deal of thought to and do a great deal of planning about fitting together the many varied interests and abilities each has to offer. It is not any rigid, highly scheduled fitting together but an easy sort of "I can do this" and, "He is well fitted to do that", put together without any losing of anything that could be very helpful to some individual child or to a group, or to one or another parent or to a group of parents.

As the program evolves there come to be many different services at the Center location in which both parents and professional staff take part in making provisions for the children and likewise in providing for what parents feel is helpful to them. The fact that individual parents and individual staff members bring different interests, skills, and knowledge, to providing these services means that there is a great amount of "fitting together" to be done and it is through the mutuality in planning that it is accomplished.

It is a matter not only of fitting together the varied competencies each is ready to provide but the fitting together of time as well and in such a way that no one feels the pressure of meeting some demand that it is not convenient to meet. Rather the coordinating is done in a way that makes for planned responsibility but not through exacting demand.

Further there is the coordinating that is evidenced in the coming and going between homes and the Center location for different experiences, as when a small group of children have a story or music time with a mother at home; or when another group joins a father in his workshop; or when a father comes to the Center to help a group set up an intercom system; or when two or three mothers ask one of the professional staff to talk over with them some specific details of infant care. The pathway-layout makes this coordinating relationship between homes and the Center location natural and easy to work out.

Provisions for the Children

"Provisions" is used here as an inclusive term referring to services, equipment, furnishings, materials, and the arrangement and use of these; to grouping or non-grouping of children as need indicates; to resources tapped for learning experiences; to methods used in making resources functional; to whatever planned activities seem desirable at a given time; to utilization of unplanned spontaneous learning opportunities; to anything that is seen as contributory to the children's developmental well-being.

Parents and professional staff consider the children, from infancy on, as individuals and give thought to recognizing individual characteristics, interests, stages of growing and needs as these are understood by both parents and professional staff. Then follows consideration of the provisions that fit the individual growing and learning that is going on with an eye to its uninterrupted continuum for each child. Recognizing the individual differences among all the children and taking them into account makes it natural to take cognizance of differences commonly spoken of as handicaps and to provide for continuum in well-being for the children having these as one provides for the continuum in well-being for all children.

This does not mean that there is ignoring of special handicapping conditions. Quite the contrary. These are noted and cared for. Indeed they are often noted early because of contact with the children from infancy on. The special services needed are sometimes provided by the Center, sometimes through coordinating arrangements with the appropriate community agencies.

Parents and professional staff give thought to the coordinating of the children's learning so that there is maintained the natural integration and interrelatedness among the learnings that prevents un-meaning fragmentation and isolation in unrelated segments.

This does not mean that learnings are either unspecific or unplanned. They are both specific and planned and they are in meaningful and functionally useful relationship. Not only are they specific and planned but the children are helped to be aware that they are learning.

As parents and professional staff speak of learnings they refer to all the learnings of all the children, the infants on through the seven-year-olds or thereabouts, learnings that take place wherever the child is and whatever he is doing. All are seen as part of the continuum and all as of significant importance.

Thus what is commonly spoken of as the "transition" from the informal spontaneous learnings of the very young child to the more organized learnings of the child of so-called "school age" takes place easily and naturally. That transition, if it can be called such, is provided for through the coordinating of the provisions for learning with the children's growing.

It is recognized that as the growing goes on it is natural for a child to gather bits of related information and knowledge together; to become interested in acquiring and using related skills for a definable purpose; to more consciously "learn".

The parents and professional staff with continually deepening awareness recognize in the infant and little child's learnings the tiny but identifiable beginnings of all of the so-called school subjects. The emerging of these into definable areas of "subject matter" is a natural step in the continuum of growing rather than any marked transition. Thus a child eases into sequentially planned learnings rather than being thrust into them or having them thrust upon him. And each eases into them at his own individual growing time.

Services

In considering services and their coordination for effective usefulness, parents and professional staff give attention not only to those they themselves provide but to those available through various community agencies, organizations, businesses, and industry, in addition to those provided through the public school of which the Parent-Child Educational Center is the beginning unit; e.g., as indicated above in reference to children with specific handicaps.

Through their mutual planning and involvement they reach out to all existing community groups to effect a practical working relationship with them. It is the purpose to know the services presently available and how to secure and use them and also to make known the scope of the Center's program, its purpose, its way of functioning, and the varied needs that come to light as parents and staff see them.

This coordinating relationship of the Center with other community groups is seen as being of fundamental importance. This is so not only because it makes needed services mutually available but because the public school of which the Center is the beginning unit is a community school, and as the beginning unit thereof it is often the Center through which the need for some community service first becomes evident.

Consideration extends beyond services already available to the envisioning and devising of those indicated by some specific need as being useful and advantageous in helping parents to provide for the developmental well-being of their children or to increase their own parenting skills. As would be expected in a new community, some needed services, not yet available, have their beginnings in the Parent-Child Educational Center, later becoming a general community service as the appropriate agency becomes established.

In establishing and maintaining coordinating relationships with other community groups, the parents and professional staff naturally work in accord with the policies set by the public school. However, again because the Center is the beginning unit of the school, new policies frequently have their origin here as indicated by some particular need.

As in all else the purpose for which the Parent-Child Educational Center exists is the determining factor in the selection of services and is the cogent reason that impels parents and staff to work together in bringing them into a coordinating relationship to the varied needs that appear from time to time.

Subject Matter

The coordinating of subject matter with the basic purpose of the Center is given thoughtful attention by parents and staff as they carry on the Center program through their mutual initiative and involvement.

Thus subject matter is chosen not because of any inherent importance in itself but because of its specific usefulness in accomplishing some detail incident to providing for the developmental well-being of the children and increasing the effectiveness of parenting skills.

In using the term subject matter, it is taken in the broad connotation of the dictionary definition which points to it as (a) essential facts, data, ideas prepared for consideration, (b) available factual content, and (c) subject of thought or study, conveyable material, information, knowledge, or skill.

Thus there is included useful published material with "essential facts and data" that pertain to the developmental well-being of children and to the achievement of parenting skills. Included also are all the everyday details of the living of parents, children, professional staff, details that are definitely and practically "the subject of thought and study" as parents and staff work together.

Further included is "the conveyable information, knowledge and skill" which parents and staff have gathered through experience and study. Still further is that which they continue to gather by the day from their varied points of view and are ready and willing to "convey" to each other as they work together.

Thus subject matter is thought of as being of two general types, (1) organized, formulated, systematically arranged material, and (2) the more informal, spontaneous, unpremeditated material that comes out of the everyday living. Both types are coordinated with and used in providing for the developmental well-being of the children and in serving parents in increasing their parenting skills.

Full attention is given to the sequentially arranged materials commonly thought of as subject matter in the various school subjects. However, the coordinating of subject matter with the children's individual characteristics and individual needs means that it is approached and used in its overall interrelatedness rather than as specified and separate "subjects" though these are not neglected.

There is no limitation set on the extent of the children's learning explorations into subject matter areas not commonly assigned to a given "grade" or "age". This means that subject matter is coordinated with individual progress and learning is assessed and appraised in terms of individual progress.

Subject matter is thought of always as a means to the end of accomplishing the twofold purpose of the Center.

The subject matter which is basic to providing for the children's developmental well-being carries implications for parenting skills also. Similarly subject matter relating directly to parenting skills finds its sanction in general basic knowledge of children's development and of what contributes thereto and in specific understanding of the individual children benefiting from the parenting skills. It is recognized that parenting skills are the key to the developmental well-being.

Full use is made of the published subject matter which has accumulated through years of scientific research in many specialized fields relating to the development of children; to the provisions for their well-being; to parenting skills; to strong healthful family living; and to general mental health of all concerned. Much of the knowledge, information, understanding, and skill that both parents and professional staff bring to their work together naturally comes out of this wealth of published material. This is background subject matter to which parents and staff turn as resource material and on which they draw for the accomplishment of their purposes.

The involvement of professional staff in keeping abreast of published research findings has already been mentioned. It is a part of their involvement also to keep informed of research in progress in their various specialized fields and to maintain a flow of information concerning it.

Practical Specifics

There is an infinite amount of detail incident to serving parents in providing for the well-being of their children and in increasing the effectiveness of their parenting skills. These details are broadly suggested in the two seemingly simple but implicative questions mentioned earlier (page 38); i.e., What is good for children? What is good for parents?

It is with the specifics encompassed in these two questions that the parents and professional staff are daily concerned, specifics of knowing, feeling, and doing, that make up daily living. It is those specifics that are the determining factors in the selection of subject matter and in the selection and devising of methods for making it actively useful.

There are all of the specifics that have to do with the health care of the children; with the knowledge and information incident to that care; with the latest and most scientific know-how of giving it; and with the willingness, ease, and warmth of feeling with which it is given and the understanding of the significance of that ease and warmth in the children's well-being. These are specifics that take parents and professional staff into details concerning food, sleep, clothing, and play--all the details of and provisions for wholesome healthful living.

There are the specifics that relate directly to the whole range of the child's learnings from the days of infancy on and the child's feelings about them; with the deepening understanding of the tangible and recognizable evidence of those learnings; with the provisions for their guidance; with the relationships that are a part of them; and with the feelings that color both the learnings and the relationships and give them their tone. Here parents and professional staff are concerned with the child's feelings about himself, with his feelings about others, and with the way he sees himself in relation to them and in their relation to him.

It is natural that there should be concern with the various anxiety-producing situations arising as children grow, situations that vary from child to child, from home to home, from parent to parent, and from staff member to staff member.

Both parents and professional staff are concerned with deepening their understanding of the many factors that affect a child's reactions in his relationships with others; his need for and response to authority; the potency of parental approval and disapproval; and the various motivations that influence his behavior.

Closely related here is the consideration given to the difference between guidance and domination; to the effects of domination; to the guidance that precludes much of the need for punishment but with no loss of authority; and to the whole matter of discipline in its widely varied connotations for different people.

The specifics with which parents and professional staff are concerned reach deeply into the awareness of and sensitivity to the significance of the different things a child does, the way he does them, and the feeling tone of the doing. Those specifics reach, too, into the effect of what the adult does to a child, for him, with him, and the manner and feeling tone of the doing.

There is concern with a child's speech patterns; with his capabilities in the use of language (when language comes) in conveying his ideas; with his ability to listen and to take in the ideas of others as he grows; with his growing understanding and functional use of many words; and with his gathering of information and the use of it.

Accompanying the concern with varied specifics there is deep consideration of the basic values brought to all the care and guidance given a child; basic values as the parents see them; as the professional staff sees them; basic values that are recognized as the determining factor in all that is done. It is recognized that these values touch directly on the expectations held for a child; on the relationships maintained with him; on the approval or disapproval given him and what he does and says; on all of the contacts with him of whatever sort.

Method

Method in the Parent-Child Educational Center is thought of broadly as the way of doing all that is done. This is consistent with the dictionary definition which points to method as the procedure or process for attaining an object.

More specifically parents and professional staff think of method as the way they help the children with their learning wherever the children are; the way they themselves work together in their mutual involvement; the way they plan and carry out the plans; the way they work with persons from all other community groups.

Thought of in this way, method relates to and stems from consideration of the individual characteristics of children, parents, and each of the professional staff, and not only the characteristics of each but the skills, interests, and capabilities of each. Thus method is coordinated with the persons concerned and with the purposes on which those persons have their sights set.

It is recognized that the way (method) of doing whatever is done is highly significant to the mental health of the children, the parents, the staff. It is the intent to find the way which best enables each individual to progress in achieving his potential. This means that the methods used in carrying on the work of the Center are flexible, adjustable, varied, never stereotyped, static, or fixed, and always coordinated with need and purpose.

There is no ignoring of methods that have been tried and found useful. But there is open-mindedness to any suggestion of new and effective means for the exchange of ideas among parents and staff for helping the children with their learnings and for establishing and maintaining useful working relationships.

There is consideration of how various media of communication can be used with effectiveness. This leads to exploration of the range of such media wherever it may be found. Here parents in touch with the business world and with various areas of technological development bring innovative ideas thoroughly applicable to and practical in the Parent-Child program.

There is continuous consideration of ways and means of providing the optimal conditions for the children's developmental well-being, both at home and in the Center activities.

This involves consideration of the provisions for infants and the younger children when they come with parents to the Center location. This takes parents and professional staff into consideration of basic equipment, of furnishing of all sorts, of play materials, of clothing, of eating utensils, of sleeping equipment, of all the physical provisions incident to caring for the children.

This leads directly back to the characteristics of development that furnish the guide lines to what is suitable and useful. It takes parents and professional staff not only into consideration and selection of presently available commercial materials but on beyond these to the search for and the devising of new and innovative materials and equipment. Further, there are all the considerations of and arrangements for the interchange of materials from home to Center, from Center to home, from home to home.

While there is no ignoring of methods long in use or recently come upon, there is definite intent not to be bound nor circumscribed thereby. This means that methods (ways of doing) are as varied and versatile as the inspiration, imaginativeness, originality, creativity of parents, children, and staff make possible.

It means further that they cannot be outlined finally as, "This is the method we use", because at any moment there may be the breakthrough to some innovative way of doing more promising in its possibilities.

Always it is the intent that method shall proceed from a basic understanding of the individual children.

A great deal of thought is given to the development of an increasing alertness to the often unidentified learnings that occur as a child goes on with his daily living; learnings that come out of different daily situations. These are learnings that have such significant importance as to be worthy not only of note but of some conscious attention with intent to make sure that they are unhampered and that they are ones that are useful.

The recognition of these free, incidental learnings of infancy and very little childhood which are only now having light thrown on them through recent child development research is seen as significant in all the planning done in the Center. It is not only with the learnings themselves that parents and professional staff are deeply concerned but with the ways of the learnings which research is revealing.

There is the same concern about the ways that learning takes place as the infant and very little child grows and his learnings become increasingly organized and structured. It is not only the ways of learning of children in general parents and professional staff seek to understand, but the way each individual child learns so that the provisions can be made that enable him to move on with confidence that he can learn; with awareness that he is learning; and with satisfaction and enjoyment in doing it. This is seen as an essential part of providing for the developmental well-being of the children.

Assessment and Appraisal

In the work of the Center as a coordinating activity assessment and appraisal of what is done, of the way it is done, and of the results so far as they can be seen, is an essential feature.

Therefore, there is continuous assessment and appraisal in terms of the basic purposes of the Center and in terms of individual benefit and progress.

The effectiveness of parenting skills is evidenced in the developmental well-being of the children and in the satisfaction the parents find in seeing the strength, vigor, verve, friendliness, joyousness, and continuum in learning, that is evidence of their children's developmental well-being and their mental health.

The developmental well-being of the children is always thought of in terms of the totality of their learning which includes what are generally thought of as the school learnings. The assessment and appraisal of the program then extends and very specifically so to the effectiveness of the provisions made for the children so that those learnings can go on in a way fitted to each child.

Also, since the effectiveness of their parenting skills is of great import to parents and is seen as vitally related to the developmental well-being of the children, there is naturally assessment and appraisal of the usefulness of the provisions made contributing to that effectiveness.

The very fact that mutuality of involvement by parents and professional staff is an essential factor in the Parent-Child Educational Center and one of its distinguishing features suggests an important area for assessment and appraisal. How has this mutuality of involvement affected the planning and functioning of the program? In what ways has the mutuality of involvement resulted in innovative school procedures? How have such procedures varied from what is commonly taken to be the usual school practice? To what extent have they increased or decreased the effectiveness of such practices? In what ways, if any, are these suggestive for general school practice either in the early years or in succeeding years of a child's school living?

Assessment and appraisal, obviously, reaches into many details for which the usual instruments of measurement of effectiveness do not suffice. This points to the necessity that exists even as the assessment and appraisal goes on of devising means by which to arrive at valid conclusions. Such means, by the very nature of the Center's purpose must always be in terms of the living of the parents and the children for whom the program exists.

Thus the program of the Parent-Child Educational Center can be seen to be an open-ended one. No boundaries are set to limit the imaginativeness, creativity, inspiration, originality, and resourcefulness that parents, children and professional staff are able and willing to bring to it that it may fulfill its purpose.

CHAPTER V

A PLAN FOR PROGRAM FUNCTIONING: WORKING PAPER #3

The Working Paper here presented is the third in the series developing the idea of the Center. The first of these papers, Working Paper #1, entitled THE RATIONALE, defines the basic philosophy on which the program is built.

The second, Working Paper #2, entitled THE PROGRAM, presents in descriptive form the nature of the program. It sets forth its essential and distinguishing features, indicating the scope of the mutuality of involvement by parents and professional staff in its planning. It points out the nature of the provisions for the children with attention to their individual progress, and shows the extent and nature of the Center's coordinating function.

Here in Working Paper #3, entitled A PLAN FOR PROGRAM FUNCTIONING, there is presented a plan furnishing the starting point for the functioning of the Center. This will serve as a guide until and if there is indication that the purposes of the Center can be better accomplished through some change, modification, or adjustment.

Working Paper #3 should be considered always in conjunction with the two which have preceded it.

SECTION I

Center Activities

The word "educational" in the name of the Parent-Child Educational Centers indicates significantly the basic emphasis in all of the provisions for children and their parents.

Included here is an indication of the general nature of the activities proposed for the Centers as related to the children, to the parents, and to others.

For the Children

As indicated in Section II the groupings of the children fall naturally into three units, (1) those under three years, (2) those who are three, four, and five, (3) those who are six and seven.

Unit One: Infancy to Three

Participating parents* may bring their infants and children under three and leave them under the educational guidance of the appropriate teacher while the parent is assisting with one or another of the groups of children; or having an interview with a teacher or some other member of the professional staff; or taking part in a discussion or study group; or carrying on some other activity at the

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*Participating parents are understood to be those who are regularly enrolled for Center activities of whatever nature. (See Section VI of Working Paper #3).

Center. This shall be at arranged-for times and may be several times a week, or only once, as planned for.

Participating parents may also leave their infants or young children under the educational guidance of the appropriate teacher for arranged-for periods of time even though the parent at that particular time may not be personally at the Center. Children may not be left more than once a week when the parent is not at the Center location unless special pre-arrangement is made. Such pre-arrangement may at times include the parents' providing for another participating parent to give additional assistance to the teacher.

The use of the term "educational guidance" indicates that this is NOT baby-sitting in any sense of the word. Reference to Columns 1, 2, and 3 of Chart IV, pp. 74-77 will show the nature of the details of what is covered by the term "educational guidance" as it relates to the infants and young children.

It is probable that non-participating parents (those not regularly enrolled in Center activities) may at times come to the Center for one purpose or another bringing infants and young children with them. This may be for appointment with some staff member to consult on some phase of parenting, or to observe an older child in his or her group, or to talk with the Director about enrolling in Center activities. In such event the infants and young children may, by pre-arrangement, be left under the educational guidance of the teacher for specified time.

Reference to Columns 1, 2, and 3, of Charts IV, V, and VI will show the educational nature of the functioning of the teacher in her involvement with the infants and young children and their parents and indicate the nature of the details incident to providing for the children's developmental well-being and in being of service to the parents in increasing the effectiveness of their parenting skills.

Facilities for infants and young children could be available during the hours from 9:00 to 11:30 on Monday, Wednesday and Friday and during the hours from 1:00 to 3:30 on Tuesday and Thursday. During the afternoon hours of Monday, Wednesday and Friday and the morning hours of Tuesday and Thursday teachers will be available to the parents either at the Center or in the homes as the parents may wish. These hours, of course, are subject to change.

Examination of the details of Columns 1, 2, and 3 of Chart II will show the developing interest of the children in being with each other as they grow from infancy to one and two years. Accordingly facilities provide for this grouping to take place naturally, so that as the interest in playing together develops there is opportunity for it to be satisfied.

Unit Two: Children of Three, Four, and Five

Examination of Columns 4, 5, and 6 of Chart II will show that one can expect to find merging interests and overlapping abilities among the children of these ages. This is the period when the more structured and sequentially observable "school" learnings are emerging as easily identifiable. The informal free grouping of the children of these ages makes it possible for those learnings to be individually identified and encouraged and specifically provided for. Thus what is usually thought of as transition to school takes place naturally and without any line of demarcation to trouble either children or parents. Examination of Columns 4, 5, and 6 of Chart IV will show the definite intention that the learnings shall take place and the teacher-functioning to see that they do.

Attendance for the children of this unit may be arranged on an individual basis by agreement between parents in a given family and the staff but it should be regular. Thus one child may attend the group three days a week, another two, another four, but whatever the arrangement it should be understood to be a regular commitment. While attendance may be thus individually arranged anyone visiting the Center will see the children in recognizable groups for various activities.

The provisions for the three and four-year-olds shall be on the basis of a four-day week, Monday, Tuesday, Wednesday, Thursday, from nine to eleven-thirty or twelve as decided. This leaves the afternoons and Friday for teachers--parent-children involvement at the Center or at homes as arranged.

The provisions for the five-year-olds shall be on a five day basis, Monday through Friday from nine to twelve-thirty. Attendance may be arranged for on an individual basis but should be regular on whatever basis is decided by parents and staff.

Unit Three: Children Six and Seven

Examination of Columns 7 and 8 of Chart II shows that these children are moving definitely into organized sequentially planned school learnings in accordance with the expectations of Arizona for the first and second grades of the public schools. However, it is altogether possible and to be expected that with no limitations having been set on the children's learning in the earlier years and with every encouragement thereof these children may be well beyond the usual specified learnings.

Reference to Chart III, Columns 7 and 8 will show that it is intended that teachers will give attention to the full range of learnings both as to scope and depth and to the health aspects of the learning for individual children.

There will be the customary five-day week for these children with morning session from nine to two-thirty. The teachers will have their afternoons for parent-teacher-child participation in the homes or at the Center as arranged.

In speaking above of the teachers with reference to the different groups of children it should be understood that teacher functioning is overlapping just as the grouping of the children is overlapping even though there will be teachers with special skills in given areas but their functioning will not be confined to those areas.

Children of Working Mothers

Details for making provisions for children of working mothers will, of necessity, have to be worked out in light of the needs that present themselves.

So far as possible, through mutuality in planning, it is hoped that arrangements can be made so that the working time of the mothers who wish to have their children at the Center will still allow for involvement in the Center activities, and that it can be so planned that the time the children need to be at the Center will coincide with the time other children are there.

In the case of infants and young children some plan may be worked out by which the family provides care for the children at home during the mother's working hours with the Center performing its coordinating function by giving educational guidance to the person performing the home service. In such instances this person, by arrangement, can come to the Center with the baby or young child as the mother would do. It would be understood, however, that the parents would still participate in some way in the Center activities.

It may be feasible for a plan to be worked out whereby some home in the community would provide day care for a specified number of infants and young children (under the state regulations) this also to be under the educational guidance of the Parent-Child Center.

If a number of working mothers need care for their children during a full working day it may be that such care would need to be provided in the community through the state department concerned with day care with the Parent-Child Center performing its coordinating function in working with the given agency in providing educational guidance.

For Parents

Attention is called to the statement on page 32 of Working Paper #1, The Rationale, which reads,

> The mutual interest and involvement of parents and professional staff points directly to the basic means by which a Parent-Child Educational Center can function as a coordinating activity.

As indicated both here and in the definition of the Center parent involvement is one of the distinguishing and essential features of the Center activities. Therefore details of Center activities must of necessity include those pertaining to parents as well as to children. The more detailed nature of possible parent involvement is taken up in Section IV. In the present section the concern is with the general nature of Center activities of which parents are an essential active part.

Planning Group

Each Parent-Child Educational Center shall have a Parent-Child Planning Group made up of seven parents and seven professional staff members with the Center Director an additional member. Membership in this group shall be on a rotating basis with two parents and two staff members to be replaced each six months. Members shall be so selected that at all times the different developmental groupings of children are represented and both fathers and mothers included in the membership though not from the same family

The selection of the first Planning Group shall be made by the Program Director, the Center Director, a parent representative, and a professional staff representative, in accord with a plan to be worked out.

The Planning Group shall be responsible for considering general overall plans for the Center activities, for bringing in suggestions for services needed, for planning formation of parent-involvement groups as need and interest indicates, thus in general serving as a clearing house for suggestions, and as an advisory group in defining needs, in suggesting ways of meeting them, in recommending policies, and in considering Center activities as a whole.

Services for Parents

The nature and extent of services for parents will depend on situations and needs that can be expected to change from time to time. However certain basic services can be assumed to be of interest and useful, as suggested below:

Resource Area

This will include books, pamphlets, and printed material likely to be of interest to parents of children of different ages. There may also be various types of visual aids touching in content on children's developmental well-being, on family living details, on ways of children's learning, and on teaching method and the like.

Observation Facilities

There shall be provisions for parents to observe the children in the various developmental groupings with provisions for discussion with a staff member following observation. Reference to Chart V, teacher-functioning with the parents of children in overlapping developmental groups will show that this is taken to be an essential phase of parent-staff involvement. It is understood to be a salient factor in serving the parents in increasing the effectiveness of their parenting skills and equally significant in increasing the effectiveness of teaching skills as parents and staff members merge their understandings of the individual child, or of the group as a whole in their various activities.

Discussion-Study Groups

In addition to the discussion of observation of the children mentioned above there will be planned discussion groups relating to such details of providing for children's developmental well-being and for the increasing of parenting skills as the parents wish from time to time. These may be one-time groups or a series according to interest and the nature of the topic.

Study groups will be on a longer-time basis than the more informal discussion groups and will provide planned-for exploration of topics parents may wish to explore in some depth.

Both discussion and study may take up some particular age area or a topic that covers the range from infancy through seven.

Counseling

Professional staff members, either teachers or those representing some other special area, will be available to parents, by arrangement, for considering together such aspects of providing for the children's developmental well-being or increasing their own parenting skills as parents may wish. In the event that the help parents wish lies outside the province of the Center staff, assistance will be given in finding the proper source for it.

It should be understood that parents may turn to professional staff members for talking over aspects of their children's growing or their own parenting even though no "problem" exists. This is in recognition of the fact that the smooth orderly flow of development and of parenting skills contributing to it is of concern to parents and something which they often wish to talk over with a professional person.

Exchange Services

Through an appropriate parent-staff involvement group the Center will perform one aspect of its coordinating function in helping parents arrange for exchange of services in providing for home care of infants and young children for short periods of time when the mother needs a free hour or two; or for needed care in some emergency; or for group purchasing and distribution of records, books for children or for parents themselves, play materials, etc.

Home Loan

Arrangements will be made for the home loan of toys, records, books, for given periods of time from a central supply source and on the usual check-out system. This would be on the basis of discussion of parent and teacher of the material particularly useful for a given child. This is a service that provides for a wider range of materials than a given family may have room for or may wish to purchase, and also keeps usable materials in circulation after a given child has outgrown his interest in them.

Instruction

This will vary according to parent interest and needs and from time to time. It might include sewing, nutrition, bridge, arts and crafts, music, painting, drama, current affairs, writing children's stories, etc. This is apart from the study groups mentioned earlier, which touch directly on the developmental well-being of the children or on parenting skills, which matters are directly the concern of the professional staff. The type of instruction mentioned in this paragraph has more to do with the parents' interest as individuals and while not the responsibility of the professional staff could be arranged for through a parent involvement group with the Center performing its function as a coordinating activity.

Recreation

Through an appropriate parent-staff-involvement group plans can be made for utilization of the facilities of the Center for recreational activities. While this is not directly related to the developmental well-being of children or to parenting skills it is recognized that it is indirectly related and an essential aspect of providing for the mental health which affects all of the family living. Thus while it is not something for which the Center can take responsibility, it is something that properly falls within its coordinating function.

Information

One of the services of the Center is to provide information about books and other resources likely to be of interest to parents; to tell them of current books for children; to keep them informed of good records for children; to give information on toys suitable for different developmental characteristics; to provide latest information on research in the various areas of child care, etc.

In another area the Center will provide information on the ways the teaching is being done, preparing guides that furnish such details as make it possible for parents to be conversant with the ways of teaching and the reasons therefor. There will also be bulletins and newsletters keeping parents informed on details of Center functioning.

For Others Than Children and Parents

It is recognized that other individuals and groups than children and their parents may and probably will wish to participate to some extent in the activities of the Center.

Students in the Upper Levels of the School

It is probable that observation of the children will be needed by groups of older students studying various phases of child development, family living, human relationships, details of the learning process, etc. Arrangements may be made for individuals or groups to do such observing with discussion following with the appropriate teacher so that observation shall be accurately interpreted.

College Students

Observation and participation may also be arranged for students majoring in fields related to the well-being of children, to the increasing of parenting skills, to the strengthening of family living in its various aspects. These may be students coming for given periods of observation, for student teaching, for internship teaching, from fields of early childhood education, elementary education, nursing, home economics, pediatrics, social work, sociology, psychology, etc.

Such observation and participation can be arranged to the extent that is consistent with maintaining the purpose of the Parent-Child Center to serve parents and their young children.

Research Workers

The PCEC is by its innovative nature essentially a research project replete with possibilities for detailed studies. An integral part of the program will be the pursuit of such studies to find answers to questions which will furnish guide lines to others wishing to establish similar programs.

In addition, it is recognized that there will be research workers from various disciplines who will wish to come in to use the facilities of the Centers for one study or another. Arrangements for this will lie with the Research Director and will be given every possible consideration consistent with the carrying on of the program and of the studies established as a part of it.

Visitors

It is to be expected that persons from various disciplines will wish to visit the Center and to observe its activities and such visitors will be welcomed. Not only will arrangements be made for the observation desired, but also for interviews with staff members and by arrangement with parents. Further the opportunity to gather from such persons their comments and suggestions relative to the Center activities is seen as significantly helpful and something to be planned for. (See Section VII on Staffing).

It is to be expected also that there will be many general visitors interested in the concept of a Community school; or in the innovative features of the Center's activities; or in the facilities provided; or various other special points. All visitors for whatever purpose are seen as part of the Center activities with provisions made for discussing and interpreting those activities so that any visit shall have meaning both for the visitor and for the Center.

Grouping of the Children

As indicated in Working Paper #1 the grouping of the children in the Parent-Child Centers is on a continuous progress basis, with no division into either age groups or for the accomplishment of designated segments of learning.

However, it is recognized that naturally as children grow they tend to group themselves with the similarity of developmental characteristics, interests, and needs, as the determining factors.

Chart II shows the general nature of the grouping that can be expected. In reading this chart it should be understood that there is no intention of showing developmental characteristics in their completeness but only suggestively as indicating the nature of the grouping.

In reading the columns of the chart it should be noticed that at the head of each there is indication of the approximate chronological ages to be expected in the various developmental groups. Since development is individual a range of chronological age is to be expected in each group. This is shown by the heading, for example, of "about 2 years with some + or -". Thus in the group of those around two there will be those under two and over two as well as those who are two, all having approximately the characteristics shown in the column.

Since the groupings are on the basis of developmental characteristics, and since developmental is individual, it is to be expected that there will be unevenness in development within any group, with overlapping interests and activity. Thus, taking the group of those who are three with some + and some - it is natural to find some of these joining the two-year-old group for some things but more probably reaching out to the four-year-old group with some joining the fives for some mutual interest. This overlapping of groups is further defined in Chart III.

This natural overlapping of groups suggests the necessity for arrangement of space and furnishings so that there can be free movement of children as befits individual development. It further suggests the necessity for such a broad understanding on the part of those working with the children as makes it possible for them to include those in the overlapping groups.

CHART II

THE CHILDREN

Showing Grouping According to Developmental Characteristics

In reading Chart II it should be kept in mind that no attempt is made here to be inclusive in mentioning developmental details. It is the intention only to indicate briefly that grouping will be based on the children's general developmental characteristics.

CHART II

THE CHILDREN
Showing Grouping According to Developmental Characteristics

Unit One

Birth to 1 year with some + or -	About a year with some + or -	About 2 with some + or -
Young infants, those sitting up, some in play pens, not walking, few if any words,	Creeping or moving by some means--	Walking easily--climbing--running--attaching words to objects--understanding directions if simple--talking--shows speech pattern--rapid increase of words --varied response to people--investigative--some scribbling--listen to stories, music--has favorite stories--imitative--using "No" "what" "me" for "I"--playing alone--interested in babies--learning toileting--observing many details--
beginning cooing, babbling, reaching, grasping--	some walking--some not--	
some using rattles, interested in mobiles, noticing sounds	recognizing meaning of some words--using thumb and finger together--investigative--responsive to people--some shyness--	
recognizing people, responding with gurgles, chuckle	reaching for spoon--handling objects with both hands, imitative	
sitting with help--without help --walking motions when held erect--	investigating, feeling, touching, handling, associating certain sounds with given places, actions, persons	learns how parts of manipulative toy fits together--wide investigation of environment and experimentative with many objects--stimulating desired response from those around, e.g., doing tricks that bring adult response.
looking, listening, turning toward particular sounds or persons	pulling things apart, attempting to put together--	
giving evidence of recognizing familiar sounds, showing preferences for food, sounds, people	responding to cue, e.g., adult says "Show me your nose."	looking at pictures, remembering names of animals, sounds they make, etc. Imitative play

CHART II

THE CHILDREN (continued)

Unit Two

About 3 with some + or -	About 4 with some + or -	About 5 with some + or -
Managing body easily, putting ideas together, using "because" --questions--why, how, cause and effect related--independent "I can myself"--scribbling with meaning--overhand grasp varied with holding pencil with thumb and finger--managing spoon--definite choices, drawing and describing building and naming afterward--imitative, wanting to "help"--feeling for sequence of events--using noun, adjectives. I, you, him, her, looking at books and "reading" from memory or pictures, using number names with accuracy to certain point--decisive choices--many questions --managing clothes--independent in toileting--adding words rapidly--plays with a few at a time--speaking in sentences--recounts events--figures how to solve difficulties--interested in location--	Uses many words correctly--may not understand them all--"reads"--wants to "help" and has know-how, plays with several --can manage clothes--holds book correctly--interested in meaning of words, using all parts of speech--recounts events in series of sentences--draws conclusions accurately and inaccurately--representative drawing --generalizes accurately and inaccurately--interest in time-concepts of number, time, distance, space--accurate and inaccurate, handling body easily--plays with several--changing groups, managing own clothes--toilet responsible--ideas on many subjects--	Discriminating easily among forms identifying sounds--recognizing many words--recounting happenings sequentially, recognizing time by clock--using numbers accurately in play--playing with several children--best friends--conversation with them--gets ideas from conversation--great interest in words and combination of words--ideas of how to work out difficulties--considerable factual knowledge--capable in own care--drawing representatively definite likes and dislikes--perceptive of details--generalizes with increasing accuracy--toilet responsible

CHART II

THE CHILDREN (continued)

Unit Three

About 6 with some + or -	About 7 with some + or -
Interest in gathering facts--relates them with accuracy--weighs values--indecisive choices--recognizing words readily--skilled in caring for self but too busy to do it--toilet responsible--interested in skills--trying out behavior--figures out why and wherefore--controls pencil for drawing--"writing" knows what has written--playing with several--often eruptively--planning ahead with purpose--discriminating among sounds--fairly accurate concepts of number, size, etc.--interest in "When I was a baby" remembered events--detail in drawing--	Thinking through to conclusions--ideas on how to solve problems--responsive to rules--making rules but quick change--generalizes from one situation to next--likely to carry through on responsibility--relates to several children--best friends--fluctuates in relations--interest in family relations--accurate sound discrimination--reasoning on why's and wherefore's--carry on give and take conversation--ready recognition of differences among words--interest in skills--imaginative stories--relating past events accurately--

CHART III

THE CHILDREN (continued)

Defining Probable Overlapping Grouping

In reading Chart III it should be understood that this is only a very general indication of the probable overlapping of the groups. It is intended to show the possibilities of overlapping. The nature and extent of such overlapping will depend on the children and their interests, abilities, accomplishments, etc., at any given time.

CHART III

THE CHILDREN (continued)

Defining Probable Overlapping Grouping

Unit One

Infants Birth to 1 year with some + or -	One year with some + or -	Two years with some + or -
The infants are likely to be in their individual cribs, play pens, on the floor creeping or playing, with the teacher carrying on some of the various educational experiences described in Col. 1 of Chart IV, pp. 74-76. It is to be expected that children from the other groups, particularly the sixes and sevens will often be found observing the babies interested in what they are learning and themselves learning a great deal about baby behavior and its significance for learning. Some of the children, three and four and five, may also be found here on occasion and it would not be surprising to find two's and even one's dropping in.	Those around one year who are occupied with creeping or beginning walking are likely to stay pretty much to themselves. They can be expected to respond to and be greatly interested in the other children who drop by to see them. Here is a valuable natural stimulation to verbalization, to devising ways of initiating means for response getting. Some of these who are skillful in creeping or walking may wander off to other groups and find things of interest to investigate. Some will doubtless be interested in the 2's and any manipulative materials at hand.	The 2's are likely to have their major contacts with the 3's when and if they go beyond the other 2's. These children are likely to be very busy with their explorations and discoveries. Some may be with the 1's but more by way of curiosity than play. Explorations may take some to the 4's and 5's by way of looking into other play materials than their own. The interest in what these older ones are doing is likely to be temporary.

Unit I can be expected to be a fairly self-contained unit with most of the children not going very far afield. But the ones from other groups coming in will play with them for brief periods. Some 3's are likely to find some of the 2's companionable and spend considerable time with them. This interchange among groups is looked upon as learning opportunity for all children concerned and providing for it is one of the reasons for a set-up where movement can be free flowing.

CHART III

THE CHILDREN (continued)

Unit Two

Three years with some + or -	Four years with some + or -	Five years with some + or -
The major contacts of these 3's is likely to be with the 4's. A few may find the 2's companionable but for the most part they are likely to reach on to the 4's and some to the 5's. As time goes on there will probably be increased intermingling of the children in Unit III with small groups gathering for different activities. These are likely to change from time to time but with some remaining steady.	Very few, if any, of these children are likely to have much to do with the children of Unit I unless someone has a brother or sister there and then only briefly. Some will find companionship with some of the 3's but many will gravitate to the 5's. Those interested in skills, particularly reading are likely to seek out 5's or 6's, all depending on individual development, characteristics and experiences.	These children are more likely to move toward the 6's than younger children, though some will be found much of the time with the 4's. There is not likely to be any great amount of contact with the 3's. Some will move on to the 6's, especially those interested in reading. And some will look in on the infants and little ones now and then.

The children of Unit II are the ones likely to be reaching out in all directions, playing some with younger children, carrying on some activities with older ones. They can be expected to overlap in all sorts of ways. Thus one is likely to find the groups mixing age-wise, activity-wise and not consistently so. These are discovering, exploring, children usually.

CHART III

THE CHILDREN (continued)

Unit Three

Six years with some + or -	Seven years with some + or -
The 6's are likely to have their major contacts with the 7's or the 5's, with little overlapping with 4's except in some special individual instances. Any contacts with the children under 4 is likely to be from curiosity about them or from interest in "helping" them and "taking care" of them or because of a younger brother or sister.	Major contact will be with the 6's or some with the 5's depending on individuals. Interest of these children being largely in skills and in small group activity, they will seek those similarly interested. There is likely to be overlapping that remains fairly steady as to the group.

These children in Unit III are likely to keep in a more self contained unit than Unit II. The overlapping with Unit II children is likely to result from the initiative of the latter with the 7's and some of the 6's feeling grown up in their skills and interests. However, some of the 6's and 7's will find kindred interests with 5's or 4's.

SECTION III

Teacher Functioning with Overlapping Developmental Groups

In Working Paper #1, The Rationale, emphasis is given (page 30) to the desirability of providing for developmental continuum for all children, hence the Parent-Child Center with the school's concern beginning with infancy and extending onward in a continuum of experience fitted to individual development.

Teacher functioning then is based on concern for providing for this continuum. Chart IV defines suggestively the nature of this functioning with the overlapping developmental groups.

As can be seen by reading the columns of the chart beginning with the infants there is no intention of crowding school learnings downward. The intention rather is to fit the teacher functioning to the developmental characteristics and developmental needs of the children in any given group or overlapping groups.

However, it should be noted that from the beginning, in the infant grouping and through each succeeding grouping there is emphasis on taking note of learning, on providing conditions that allow for the learnings for which a child reaches out. This is pointed to on page 33 of Working Paper #1, The Rationale, with recognition of "the significant relationship of those (learnings) of the baby and little child to the ones that are commonly thought of as school learnings".

Thus teacher functioning is related to the whole range of learning. However, it is recognized that in the developmental continuum various specialized skills are needed at different points, which indicates the necessity for providing teachers with special understanding, for example, of the infants and very small children, others skilled in teaching reading, helping children grow in language skills, and the like.

Chart V, pp. 85-91, defines teacher-functioning with parents of children in the overlapping developmental groups. The different columns of this chart are not mutually exclusive nor are they complete in all details. They are rather indicative of the type of functioning expected as teachers and parents are involved in providing for the children and as teachers concern themselves with the purpose of the Center to be of use to parents in increasing the effectiveness of their parenting skills.

Charts IV and V taken together serve to answer in suggestive detail (rather than complete outline) the nature of teacher-functioning in the Parent-Child Center.

Chart VI defines details contributory to teacher-functioning with the children and the parents in the overlapping developmental groups. Rather than being complete in all details each column of this chart indicates the specific skills, knowledge, feeling, etc., specifically and particularly needed for the children of the group indicated and their parents. Certain basic knowledge and skill and type of preparation is needed by the teachers of all the developmental groupings, e.g., basic knowledge of child development, understanding of how learning takes place, willingness to work with both parents and children, etc.

It will be seen by examination of Charts IV, V, and VI, that teacher-functioning has been thought of in terms of the continuum of learning of the children and continuum in considering parenting skills, and thus that provision is made for the children's steady progress in what are commonly thought of as the school learnings. Further examination of each column will show that no limitation has been placed on the time when these shall begin nor on the extent of the learning through any designated end point. This points to the necessity for teachers to be familiar with the details of the whole range of learning even while specializing in some specific area thereof.

CHART IV

THE CHILDREN AND TEACHERS

Defining Teacher Functioning with Overlapping Developmental Groups

CHART IV

THE CHILDREN AND THE TEACHERS

Defining Teacher Functioning with Overlapping Developmental Groups

In considering the various sections of Chart IV it should be understood that the details included are given only as a sample of the type of program that it is proposed to carry on with the children.

Obviously it is impossible to more than indicate the specifics which will be given attention. Being an innovative program many of these will have to be worked out as the operation progresses.

This will be done through mutuality of planning by the parents and professional staff and in light of tested procedures and current research findings.

The specifics of equipment, furnishings, materials, are not included in Chart IV except by incidental reference. These are details which will be worked out during the year of pre-opening preparation. Here, rather it is the purpose to give indication of the program. It follows, then, to select such equipment, furnishings, and materials, as make it possible for the program to function.

Health care of the children is not mentioned in this chart. The teachers will function in this area under the guidance of the professional person on the staff responsible for this area of specialization.

Unit One

This is the unit which includes the infants from birth to one with some a little more than one; the toddlers from a year (a little less or more) to two; and the two-year-olds, with some less and others more.

Thus as indicated there is no fixed grouping. Rather with the space so arranged as to allow for free movement the children can be expected to be in small mixed age groups.

The Infants

(The program for these is indicated in Column 1.) It should be kept in mind that not all of the infants and young children enrolled will be present at any one time. It is expected that not more than three infants, or possibly four, will be present at a given time.

It should be understood, also, that the infants will not be present every day nor for the entire number of hours that the program for them is going on.

The parent of an infant may or may not be present during all of the time the infant is there. This will depend at first on the baby's adjustment. It is expected that the parent WILL be with the baby until both baby and parent feel comfortable about being apart for some portion or all of the time. This will vary from baby to baby and from parent to parent.

Even after the baby is comfortable without Mother, she, it is planned, will often be there for observation and for talking with the teacher about details of the program and the baby's responses.

As indicated elsewhere in this working paper, and as evident in the details of Chart IV, there will be a planned educational program for the infants. It will not be a program pushed on them in any way but rather a program of opportunities offered. (See details in Column 1).

This is to be taken into account when parents and staff arrange for the times the baby will be present so that the baby will be awake with naps taken at home.

It is to be expected that there will be infants not yet able to sit alone and cribs and play pens will be provided. There will be some who are ready for sitting alone and some who will be experimenting with creeping and pulling up to a standing position, and perhaps some who are walking. There will be ample floor space with such finish as makes creeping and walking easy. There will be low chairs, low tables, low shelves, crib toys, floor toys, play pen toys for enjoyable play but also for planned learning as indicated in Column 1 of the chart.

Together teachers and parents will plan for the baby's learnings at home as well as during the few hours at the Center. This planning and talk together will be both at the Center and at the baby's home and observations will go on wherever the baby is, with exchanges from home to Center and Center to home.

Physical care will be given as needed but is thought of only as one detail of providing for the baby's needs and learning.

Children About 1 Year With Some + or -

(The program for these children is indicated in Column 2). It is to be expected that some of the children in this group will have been in the infant group during their first year. For these the Center will be a familiar place.

There will be others who will have come into the group for the first time. With these as with any child coming for the first time it is expected that the mother will stay with him, or her, until the adjustment is comfortably made, for both of them.

This is in recognition of the fact that children are sensitive to changes in environment and find it disturbing to come into a situation with new people, new children, new adults. It is in further recognition of the fact that it is often equally difficult for a parent to let a child who has been at home to take the step out of home that even two or three hours a week means.

It is believed that the time it takes for both to become accustomed to even short separation is time well spent. In any case it gives the parent the opportunity to see at first hand how the Center's program functions and to envision the child's activities in it.

In outlining those activities in Column 2 of Chart IV it should be kept in mind that not only are the activities mentioned a very small sample, but of necessity they are only indicated and not described. The important point is that for these little children this is a program of learning, not a program of care.

As such it is of utmost importance that parents be fully familiar with and an integral part of that program. This is the reason that time is allowed for teachers to talk with parents at the Center and to have time available for going to the homes. It is recognized that often fathers, even though they wish to observe Center activities, are kept from doing so by their work. The plan whereby teachers can go to the homes when parents wish gives the opportunity to talk with fathers as well as mothers and to exchange ideas about the children's learning.

As indicated on page 53, the facilities for infants and young children may be available from 9:00 to 11:30 on MWF and from 1:00 to 3:30 on TTh with the times of the children's attendance arranged by parents and staff.

It is probable that for the most part infants will be at the Center for a couple of hours twice a week, or perhaps an hour three times a week, as mentioned before during their waking time.

This time may lengthen for the one to two-year-olds but is not likely to be more than a couple of hours three times a week, depending always on what seems best for child and family. In some instances if nap time seems to give difficulty either for child or parent, or both, it may be that a nap time at the Center will be what is most needed. The same with feeding. In any case it is always the learning aspect of the situation which is of concern, the learning aspects for child, parents, teacher.

Children About Two to Three With Some + or -

The program for these children is indicated in Column 3. In considering the programs for these children and for those younger it should be kept in mind that there is no formal division of groups.

It is to be expected that there will be overlappings of groups and of learnings going on. For example, in Column 3 mention is made of the teacher sitting down with a child or two to look at picture books and talk about the story that accompanies the picture. This is something that a teacher will do also with an eighteen-month-old or any other aged child who is interested. But conversation with the ones who are nearly three is likely to be longer, more detailed than with the younger. But there will be two-year-olds who have had experience with books at home and who are verbal in their responses who may very well drop in to join a couple of three-year-olds.

Similarly, one may find three-year-olds joining a couple of younger children in housekeeping play and the teacher taking part in the play with them. It is the intention to make such informal spontaneous grouping possible and natural.

In reading the columns of this section of Chart IV it need not surprise one to find repetition from column to column because, as indicated above, there is no fixed line of demarcation between groups. Neither does any one phase of learning become completed at any specified time. It goes on to broaden and deepen. For example, in Column 1 mention is made of providing many exploratory experiences for the infants. In Column 2 this is again mentioned and again provided for in Column 3. This is in recognition of the fact that learning is ever expanding. As the children grow more areas of exploration will be opened up, more talking about what is found will be done, more conclusions drawn, and concepts clarified, with more and more informational facts becoming a part of the child's repertoire of knowledge.

CHART IV

THE CHILDREN AND TEACHERS

Defining Teacher Functioning with Overlapping Developmental Groups

Unit One

Birth to one with some + or -	About a year to two with some + or -	About two to three with some + or -
Providing for varied experiences with sound--singing to the baby, playing records--bringing in different musical instruments--noticing when and how baby begins to respond--noticing evidences of preferences--noting nature of response to music, hands, arms, body, voice, facial expression. Providing for variety of sensory experiences --for touching, seeing. Providing moving objects within range of baby's vision--noting what the range is and how it changes--e.g., crib mobiles--objects teacher or parent holds and moves-- Making many opportunities for talking to baby--giving back baby's babbling sounds to him--noting response. Providing manipulative toys and using them with child--offering one or another to him--showing how to put ring on peg and noting response and effort if any to imitate--	Continuing to provide listening experiences--noticing apparently conscious selectivity of sounds to listen to--making record player available which child can turn on himself--making musical instruments such as tambourine, tuned bells, tom-tom available--noting choices and use-- Being watchful to speak clearly, precisely to child--giving names of objects child notices--bringing objects he may not have noticed and giving name--noting response if any-- Making picture books easily available-- Providing animals on wheels, trucks big enough to straddle--space for free wheeling-- Providing housekeeping equipment large enough for child to stand at stove, sink, giving names of different objects during play--Providing materials for manipulation	Providing for variation in sensory experiences, touching, tasting, smelling, e.g., materials of different textures for handling--hard, soft, woolly, smooth, rough --giving words that denote the distinctive nature of the texture --looking at picture books with child--letting child turn pages and "tell" the story--reading poetry to child or two or three in group if interested-- Providing variety of housekeeping play materials, still large enough for child to stand to use--talking with child about what he is playing--joining in play--answering children's questions of what, why, how, etc., following up with picture or story when appropriate. Give opportunity for voluntary choice and independent management of use of slides, radio, tape recorder--make tape recording of some activity of the children and
(Continued to Column 1)	(Continued to Column 2)	(Continued to Column 3)

CHART IV

THE CHILDREN AND TEACHERS

Unit One (continued)

Column 1 (continued) Birth to one with some + or -	Column 2 (continued) About a year to two with some + or -	Column 3 (continued) About two to three with some + or -
Providing variety of exploratory activities for touch, e.g., water, cereal flakes. Providing varied opportunities for child to activate his world, e.g., button large enough for him to manage to press to turn on record player--or radio. Make tape of individual babies' speech sounds at regular intervals and play back to notice the varied combinations oneself and to note the baby's response if any--notice baby's connotative gestures, motions, sounds, and supply the appropriate words, e.g., up, down, water, if this is what was obviously asked for--Following a routine worked out with the mother and father for feeding, diapering to accustom baby to orderly procedure, noting their evidences of recurrent expectations--Noting the baby's growing awareness as different objects, experiences with sounds, etc., are brought to him. Planning definitely to bring such variety to him, not to try to force	and exploration, e.g., clay, soft dough, finger paints, noting response, using material oneself and noting child's acceptance and utilization of the non-verbal suggestion--making many opportunities where children can make individual choices--let children take part in care of materials, in arranging the furnishings, in planning something to do--Jot down bits of children's rhyming, poetry they make up, story, and later read back to them--helping children be familiar with the various conveniences in their environment, let them help use them and take responsibility as they want to and can--Providing space for creeping, walking, running, climbing as different children come to these activities--give names for what they are doing--letting them know they are walking, running, climbing, jumping, rolling, etc. Making opportunities to help children gain accurate concept of such	play back to them and talk together about it--listen when child tells of some experience at home and carry on conversation about it--telling child or small group about some experience of one's own, e.g., with a pet, or a trip, or some housekeeping detail --Write down children's poems and stories--read back to them verbalizing with them their feelings about them and giving dignity to their creations. Managing situations so that children can solve their own problems--help them feel satisfaction in doing it. Verbalizing with the children usually individually but sometimes two or three together about the time of day, the names of the days of the week, the dates of their birthdays, how much they weigh, and clarifying their concepts so far as possible--Following with the children a sequential time pattern with which they become familiar, but verbalizing with
(Continued to Column 1)	(Continued to Column 2)	(Continued to Column 3)

CHART IV

THE CHILDREN AND TEACHERS

Unit One (continued)

Column 1 (continued) Birth to one with some + or -	Column 2 (continued) About a year to two with some + or -	Column 3 (continued) About two to three with some + or -
awareness, but to give every opportunity for it to develop. Noting also the selective discrimination among the objects brought to his attention and which he has opportunity to touch or handle. Giving opportunity for the baby to himself stimulate response from those around, either children or adults and note the individual patterns for doing so. Being alert to respond as teacher or parent to the baby's initiating this stimulating of response, selecting those one wishes to encourage as socially desirable. Taking note of how and when baby begins to make choices, decisions, accepting, ignoring, rejecting, whatever he encounters--giving thought to what opportunities there are for this differentiated response. Giving the baby by gesture, tone, words, movement the cue for what is expected of him and being consistent in so doing that he recognizes the cue--then noting response and feeling tone evidenced.	words as up, down, under, on, in, out, here, there. Noting individual children's concepts relating to time, space, distance, number, quantity, etc. Following a regular sequence of activities (though not a rigid time schedule) and often verbalizing with them that now is time for this, then time to do that. Providing various media for experimentation, e.g., finger paints, soapy water, dough, and verbalizing with a child how it feels to his hands, as well as giving free opportunity for becoming acquainted with the media. Giving opportunity for perceptiveness of location, location of given playthings and materials, of furniture, of the play space in relation to space used by the younger children and older, etc. Helping child to learn to distinguish "me" from "not me" and to achieve the orientation resulting in accurate use of "I", "mine", "me". Sitting with child, letting him (Continued to Column 2)	them now and again about a change so that it does not become a rigid expectation. As the children gain skill in use of various media verbalizing with them about how the best way to use the given material is, e.g., paints--if brush is flattened and the paper "scrubbed" the paper is likely to have holes and the picture is not what one meant it to be. Helping children to become aware of when to ask for help, e.g., when one has tried and cannot manage clothes, or when one wants a given color of paint and does not have it, etc.

CHART IV

THE CHILDREN AND TEACHERS

Unit One (continued)

Birth to one with some + or -	Column 2 (continued) About a year to two with some + or -	About two to three with some + or -
	turn pictures talking about them, giving names, asking his ideas. Providing play materials of similar shapes and sizes, such as blocks, that can be sorted according to common characteristic--same with the different colors. Giving children containers of two or three different sizes for filling with sand or pebbles, discovering differences in amounts.	

CHART IV

THE CHILDREN AND TEACHERS

Unit Two

About 3 with some + or -	About 4 with some + or -	About 5 with some + or -
Involves allowing time for children to do things independently--noting variation in skill in doing so--and variation in desire--time to talk with children individually--noting speech patterns and any points of difficulty--noting what child talks about--use of ideas--comprehension of ideas--exchange of ideas with adults, with other children--generalizations--drawing conclusions--relating of cause and effect--noting response to adults, to children, noting evidences of initiative--interest in music, stories, use of varied materials--note content of play activities, noting child's concept of himself, way he sees himself in relation to others--noticing child's awareness of others' feelings, wishes, rights.	Definite attention to building an understanding vocabulary and to expressing ideas understandably, provision of many and varied opportunities for gathering ideas and information--attention to accuracy of concepts, providing opportunities for decision making, planning, attention to children's awareness of their learnings--many opportunities for experiences with varied materials--socializing experiences--time for individual conversation with children--noting progress in skills, in conceptualization, in social skills--noting interest in books, and in "reading"--attention to gathering related ideas--attention to awareness of others and their feelings.	Special attention to individual children's use of words denoting time, space, number, distance, and their apparent concepts--noting individual skills in handling themselves, their relationships, materials--how each reacts to difficulties with situations, people, things--noting recognition of differences in form, in sounds--special attention to word recognition (visual) and interest therein--noting interest in reading skills--providing varied number experiences, noting individual children's ability to express their ideas, to get ideas from others, give and take conversation--attention to work habits--weighing of values to decide what is important to do.

CHART IV

THE CHILDREN AND TEACHERS

Unit Three

About 6 with some + or -	About 7 with some + or -
Attention to all school learnings--to reading skills--to reading with understanding--providing varied experiences in reading, in conversation, in relating events, in story telling, in original "writing" of stories, poems, providing experiences encouraging discovery of scientific and number facts--attention to individual progress in all areas of learning--helping children to realize individually what they are learning--attention to concepts of location--to recognition of effects of own behavior--attention to individual motivation--attention to effective use of time and to individual ways of working.	Special attention to bringing out school learnings from varied experiences--many experiences to broaden horizon--many opportunities for creative activities, opportunities for group planning and decision making, for organizing to carry out plans--attention to solving of problem situations--attention to carry-over of learnings from one situation to next--many opportunities for conversation with expression of opinions encouraged --providing for gathering and relating facts--attention to individual skills in school subjects, in personal relationships, in use of materials.

SECTION IV

Parent Involvement

As indicated in the definition of the Parent-Child Educational Center the involvement of the parents in conjunction with the professional staff is an integral and essential feature of the program.

Reference has been made in the section on CENTER ACTIVITIES to the nature of the services which may be made available through mutual initiative and planning.

As pointed out in Working Paper #1, The Rationale, page 34 "There is no blueprint for mutual involvement of parents and staff . . . . . mutual involvement is of necessity worked out as befits the parents and the staff at any given time."

This is one of the distinguishing features of the Parent-Child Educational Center. The fact that there is no blueprint available for such involvement as envisaged for the Centers' activities means that there must be continuous research on what and how and continuous appraisal and reappraisal of what is done.

The general plan for putting such involvement into functioning action is mentioned in Section I on Center Activities under the heading PLANNING GROUP. For the sake of continuity, and consistency, all plans for parent involvement will clear through this group. This will preclude the confusion which might arise were a group of parents to undertake some activity without reference to a general overall synchronized plan.

Nature of Parent Involvement

Parent involvement can be expected to be of two general kinds, (1) active participation in working with the children or in providing facilities for the services needed by the children, and (2) activities directly related to the details of parent functioning.

By the individual and evolving nature of the parent involvement it is impossible to outline specifically what such involvement will be but the general possibilities are indicated below:

Participation in Working with the Children

This includes the various activities in which parents come into active contact with the children, such as:

Serving as Assistants in the Groups. It is to be expected that some, though not all, of the parents will work with the teachers in the various overlapping groups. In this sense they will serve as assistants. Hours and days for such participation shall be individually arranged but regularly scheduled for given periods of time.

Bringing Varied Experiences to the Children. Some parents skilled in one area or another, such as story telling, music, nature lore, science, etc., may come in from time to time as arranged for to bring new experiences to the children. Such participation shall be arranged for and planned by the parents and teachers as an integral part of the program. This type of involvement may include activities which some parents may provide in their homes rather than at the Center.

Providing Facilities for Children's Activities. This includes involvement in selection of materials and equipment, preparation of materials for the children's use, care of materials, and consideration with the teachers of the materials suitable for different purposes at different times.

It includes also planning with teachers and aiding in carrying out the plans for arrangements for varied activities, such as trips, experiences in different parents' homes, etc.

Matters such as these are ones in which it is expected that parents will have many ideas and suggestions to offer as a significant part of their involvement.

Activities Related to Details of the Parents' Functioning as Parents

There will be many instances of significant parent involvement which will not bring them in active assistantship in the groups though relating thereto, such as:

Observation of the Children. This will be planned for observation with parent-teacher discussion thereof, observation for the purpose of increased understanding either of the parents' own child, or of children's characteristics in general, or for better understanding of the individuals in the group, or of the children's learning processes, or of their progress in use of language, or for the discovery of special interests, etc.

Arranging for Discussion or Study Groups. Here is an area of involvement where parents will scout to discover interests among the parents in study or discussion of special areas of children's development or of parenting skills and with the staff arrange for such groups to form and carry on.

Preparation of Materials Useful to Parents. This may be the gathering of suggestions along some given line, such as records suitable for different ages, books on the market and useful, guide for selection of toys, suggestions on discipline, guides directed toward clear understanding of the children's learnings, suggestions on parent notes showing child's progress, and the like.

Exchange of Services. This relates to exchange of family services and arrangements therefor, such as baby sitting, help in emergencies, exchange of books, toys, records, central purchasing where there might be saving of time or money and energy.

Formation of Parent-Staff Involvement Groups

Parent-staff involvement groups shall be formed as interest and need indicate with membership in any group being on a voluntary basis. A group may be formed either on parent or staff member initiative but as indicated earlier in this section always cleared through the Planning Group.

Groups shall be formed on the basis of function to be performed and shall continue only so long as needed to fulfill that function.

There shall always be a professional staff member in the membership of each involvement group to provide for the mutuality of planning and functioning which is a basic feature of the Centers. While the staff member may not be available at all times when it is convenient for the group to get together arrangements shall be made so that information shall be passed along to that person as to the wishes, suggestions, etc., of the group.

The number of parents and staff in each group shall depend on the purpose for which the group wishes to work together and on the interest of the parents in being involved in that particular activity.

Relation to Parenting Skills and Children's Developmental Well-Being

As indicated in the definition of the Parent-Child Educational Center the basic purpose of parent-staff involvement is related to providing for the developmental well-being of the children and the increasing of the effectiveness of parenting skills.

Thus all involvement of parents relates to this basic purpose. Assistance with the children in the groups is not merely to provide help to the teachers but to provide parents the opportunity for deepening their understanding of the children, of their ways of learning, and for gaining added insight into means for helping them with that learning. It also provides opportunity for noting the relationships the children are forming by the day, for increasing sensitivity to the feeling tone with which the children do what they do, and for gaining skill in giving guidance to them.

In all of the parent-staff involvement it is essential that attention be given to drawing out of the various types of involvement the essence of their importance as related to the children's well-being and/or parenting skills. This means that staff members' time shall be so arranged that there can be both individual and group planning for and discussion of different phases of the activities of both children and parents and mutual interpretation of the details as related to the children's development and parenting skills.

SECTION V

Teacher Functioning and the Parents

Just as there is no blueprint for the type of parent involvement envisaged as a distinguishing feature of the Parent-Child Educational Centers, so there is no blueprint for the teacher's functioning in that connection. Preparation for such functioning thus far has not been regularly a part of a teacher's training.

The details of the teacher functioning therefore is a matter to be worked out as the program evolves. However, Chart V furnishes guide lines as related to this functioning with the parents of the children in the overlapping developmental groups.

Examination of the various columns of this chart will show that a basic and highly emphasized point is the consideration with, and the learning from, the parents about the child's continuum of development, with attention to the details of that development as seen both at home and at the Center.

Further it may be noted that it is expected the teacher will function in tracing with the parents the child's learning in its various details and the details of its guidance as carried on by parents and teachers.

Still further, there is emphasis on the planning that teachers and parents do together both for the activities of the children and of the parents.

Throughout it is assumed, and essentially so, that teachers will be accepting of parents and actively interested in being mutually involved with them both in planning and in the carrying out of plans, in the interpreting of their own teaching skills, and in the identifying of parenting skills.

Chart VI shows details contributory to the teacher's functioning with both children and parents.

CHART V

THE TEACHERS AND PARENTS

Defining Teacher Functioning with Parents of Overlapping Developmental Groups

Chart V is intended to be a general overall guide to teachers in their involvement with parents and to indicate to parents the nature of the contact with teachers to be expected. In reading this chart it should be understood that the teacher's involvement with parents will vary with specific details to be worked out as the program goes on.

CHART V

THE TEACHERS AND PARENTS

Defining Teacher Functioning with Parents of Overlapping Developmental Groups

Unit One

Birth to 1 year with some + or -	About 1 year with some + or -	About 2 years with some + or -
Listening to parents tell about the babies and their development. Noting with them progress in development and details of learning, pointing out significance of these and of the guidance parent gives through manner, tone, feeling--giving such help as is wanted on details of care--noting with parents baby's individual characteristics--catching the feeling tone of what baby does--suggesting (as wanted) toys, clothing details--giving help on anxiety situations--reassuring when needed--helping with changes in routine when parent wonders--accepting different family living patterns--understanding and accepting individuality differences among parents--pointing out skills parents are using effectively--acquainting parents with Center services--going to homes as parents wish--helping parents respect their parenting--planning with them about their involvement in Center activities. Planning	Noting with parents child's development and learning--taking into account together child's individual characteristics and what this suggests for care that opens the way for learning--special attention together to speech sounds and consideration of importance of speech patterns being formed--providing help with any details of care desired--making suggestions as desired on equipment, toys, etc., passing on information parents may want on care, development, learning. Giving reading references when desired. Suggesting details to look for in noting development. Enjoying with parents the development and learning, particularly noticing the feeling tone of child's responses, noting changes in routine suggested by developmental changes--noting ways of providing for play. Planning with parents involved in group at Center--noting changes in different	Considering child's development as related to the continuum since birth--taking continuous note of changes in the use of body, in speech, in ability to handle objects and use them in play--noting with parents child's speech sounds--considering importance of hearing accurate speech--giving correct names for objects--considering together details of eating, sleeping, toileting arrangements that allow for growing independence--noting together child's wonderings, things that attract attention, considering investigating child does and note together the bits of learning that come from it--need for chance to investigate--response to directions--demands--expectations--effect of tone, manner, wording in giving these--considering together child's concepts of time, space, distance, number--how these are evidenced--noting child's concepts of way things are done

(Continued to Column 1)

(Continued to Column 2)

(Continued to Column 3)

CHART V

THE TEACHERS AND PARENTS

Unit One (continued)

Column 1 (continued) Birth to 1 year with some + or -	Column 2 (continued) About 1 year with some + or -	Column 3 (continued) About 2 years with some + or -
with parents involved with care of the babies at the Center--talking with parents as they wish about the relationships of the other children in the family (if any) with the baby--considering together factors that make for mental health--referring parents to sources for such services as they wish (through the Center's coordinating arrangements) --giving such help as desired in family emergency--helping (as desired) to work out arrangements if mother is working (or wishes to) considering baby's mental health needs--response to loving and being wanted, and enjoyed--explaining Center services and resources --considering how parent can be involved in Center activities--getting parent ideas of how Center can be helpful--arranging study groups as desired. Plan with parents on working out details of other children in the family in relationship to the baby.	children. Noting child's response to voice, manner, feeling tone of adult--noting specific learnings from time to time--sounds child notices, objects that are of interest--taking note of changes in body control--points of significance in keeping record of growing --noting details in feeding that bring willing response--considering child's need for handling objects--noting growing independence--providing for varied experiences--noting relations with other children in family (if any)--child's need for parent attention and companionship--meeting with parent involvement groups as desired--noting with parents any points in development of concern to them--identifying with parents the parenting skills that bring happy willing response on child's part.	around the house--evidence of child's ideas about himself--noting own parental responses to child's individual characteristics --considering together (as parents wish) arrangements that provide for varied play, for growing independence in self-care--details of toilet training--accepting parents as individuals--accepting varied family living patterns--planning with parents about their involvement in Center activities--noting with parents at the Center differences among the children--arrangements for play--inviting and considering parent suggestions and comments--considering together factors that affect children's relationships with others--talking with parents about the overlapping of groups and the *reasons for pro*viding for this--talking together about the ways they feel the Center can be of help to them and they to the Center, to pass along to parents who wish it suggestions for stories, records, etc.,--looking with parents into reasons for child's behavior responses.

CHART V

THE TEACHERS AND PARENTS

Unit Two

About 3 years with some + or -	About 4 years with some + or -	About 5 years with some + or -
Noting together the specific bits of learning that come out of the child's experiences in his play, in his use of materials, in his relationships with others. Noting how he handles his difficulties--talking together about useful ways of helping child meet difficulties--being interested in having parents tell how bringing up details are carried on at home--together identifying different parenting skills --explaining reasons for the way provisions are made for the children at the Center and why they are as they are--talking together about the characteristic qualities the parents feel are important for the child to learn to live--how they are helping him to learn them --how the Center can be of help--passing on information about books, records, play materials available--telling about child's special interests at the Center--noting the child's changing abilities--the skills being gained--importance of letting child grow in independence --telling how experiences at home	Considering together child's interest in learning, things he especially observes, his questions--his fund of information--how he relates ideas--his generalizations from experiences--accuracy or inaccuracy of his concepts--way he reacts to what is a problem situation for him--what special interests are--on what he concentrates attention--noting together child's ability to listen--to express his ideas--to comprehend ideas others express--considering significance of these qualities in learning--noting the importance of varied experiences so that child has ideas to express --how parents' talking with him enhances ability to get ideas into understandable expression--noting together child's concepts of time, number, space, distance, weight, and how one can help to clarify concepts--noting child's awareness of his own learning and his satisfaction in it--reaction to authority--importance of respect for authority and obedience to	Thinking over together the continuum of learning since child was an infant--considering his individual characteristics, interests, abilities at this point--noting particularly what he is interested in learning, his fund of knowledge, his interest in words, ability to relate events with sequential accuracy--use of words with understanding--comprehension of what others say, ability to listen--interest in other people and how shown--conversation with them--talking with parents about significance of such points in child's school learnings and considering together ways in which these characteristic abilities can be helped to come about naturally through home and Center experiences. Noting together child's interest in books, his attention to stories, his ability to tell the story, his interest in words, his recognition of any on the printed page, his interest if any in reading for himself--noting concept of far-
(Continued to Column 4)	(Continued to Column 5)	(Continued to Column 6)

CHART V

THE TEACHERS AND PARENTS

Unit Two (continued)

Column 4 (continued) About 3 years with some + or -	Column 5 (continued) About 4 years with some + or -	Column 6 (continued) About 5 years with some + or -
tie in with those at Center--planning together the kind of experiences to fit the child at his particular stage of growing--planning about the time for child to be at the Center--his relationships with the other children--planning together so that home and Center activities are a continuum though not necessarily similar--considering together any situations with child at home that either concern parents or give great enjoyment. Planning together about any involvement of parent with the children at the Center--making provisions for parents to get together as they wish for study--making resource materials available on points on which help would be useful--noting changes in parenting details to fit child's growing--noting child's speech patterns--response to requests and demands--why these are important--considering together the ways of guiding child that fits him--discussing whatever they wish about discipline getting their ideas of what works best with	it--considering together ways of guidance which fit the individual child--noting child's relationships with others--ways of helping him generalize on how to get along, e.g., taking turns, being fair--talking about helping child look at different qualities such as fairness, obedience, to see what they mean--talking together about the simple details of the qualities one wants him to learn and the everyday ways of helping him--high-lighting with parents the ways they do this helping often without being aware of it--hearing from parents ways they have found successful in guiding this child--planning together how Center can be most useful to child and parents--listening to parents' ideas about child's learning. Noting together significant points on child's behavior, feelings, learnings to put in record of progress--to follow up with parents individual child's beginning to read and talking together about home experiences and Center to make it possible in natural way.	away places, of time past and present, of location--noting together child's interest in and understanding of natural phenomena, weather, etc., of ability to distinguish between fact and fancy--noting how child uses information in his play--noting interchange of ideas in play--ability to use ideas others offer and to offer useful ones himself--talking together about parenting skill in helping child in all of these ways and considering how parents feel Center can help. Noting together how details such as above are beginnings of the school subjects and have been in the learning from babyhood on--how this is continuum in learning--assessing together the child's learnings as related to school learnings. Talking with parents about Center's definite interest in the children's school learnings--considering together the advantages of the non-graded arrangement--and the non-use of usual reporting system--getting their ideas about it.

(Continued to Column 4)

CHART V

THE TEACHERS AND PARENTS

Unit Two (continued)

Column 4 (continued) About 3 years with some + or -	Column 5 (continued) About 4 years with some + or -	Column 6 (continued) About 5 years with some + or -
them and their child--talking together of ways of keeping child's zest and eagerness to learn--answering questions about God, birth, death--keeping child's confidence in "I can" and his willingness to "help".		

CHART V

THE TEACHERS AND PARENTS

Unit Three

About 6 years with some + or -	About 7 years with some + or -
Noting with parents child's individual characteristics, interests, abilities. Identifying together the qualities, abilities, etc., that are useful in carrying forward the continuum of learning in use of information, in ways of gathering information, in social skills, in handling difficult situations, in adjusting to demands of the situation. Noting child's interest in reading, in handling mechanics of reading, in comprehension of what he reads, in relating it to his experiences--noting together child's skills in handling himself in varied situations--his feeling about himself--about other people --his generalizations on ways of carrying on his relations with them--considering his respect for property rights, for the rights of others and the concepts one wants him to form on these points-- Noting together the child's values, what is important to him--the parents' values, what they feel is important in their parenting--planning together for child's experiences at the Center so that home and Center make for continuum--talking together about ways parents can help at home to provide for school learnings--noting together details of the way teaching is being done--demonstrating for parents who wish it--giving reasons therefor--working with parents involved with the children at the Center on details of teaching reading, math, etc. Talking with parents about child's awareness of what he is learning and noting together ways of identifying the learnings--	Talking with parents how planning is being done for the children's school learnings--identifying with them the characteristics, and abilities that make for effective learning--e.g., ability to give attention to matter in hand, comprehension of directions, willingness to tackle a difficulty, promptness in getting at task in hand--etc., and discussing how these are part of all living home and school. Discussing together the materials, arrangement and care of them, use of space, ways of teaching, etc., in providing for learning and how home provisions and school can complement each other--talking together about how school learnings are drawn out of many unplanned situations and identifying the learnings--planning together for school experiences in which learnings are inter-related so that child sees their related usefulness instead of seeing them as isolated subjects--talking together about how transition has been made gradually from experiences of earlier years to the present more organized learnings and how the transition to the next school experience can be made so that it will be with ease. Assessing together child's learnings as related to expectations for 2nd grade in school--arranging for any special help parents may wish, e.g., books, meetings, interviews, talking with parents about changing nature of involvement as child moves into next school unit--acquainting parents not familiar with the next school unit with its program plan. Working with the
(Continued to Column 7)	(Continued to Column 8)

CHART V

THE TEACHERS AND PARENTS

Unit Three (continued)

Column 7 (continued) About 6 years with some + or -	Column 8 (continued) About 7 years with some + or -
planning with parents for home experiences relating to school learnings and together planning how spontaneous and unplanned experiences can be utilized--assessing together child's learnings as related to school expectations. If child has come in from another school, explaining Center's program plan--finding out what school experiences have been elsewhere and planning with parent to make the change as easy as possible--identifying with parents any difficulty child may be having either in school learning or relationships and planning how to meet it.	parents on helping the children make the transition to the next unit of the school.

SECTION VI

Center *Organization*

It is understood that all organizational details shall be planned with the thought of the functioning of the Parent-Child Educational Centers in serving the children and their parents as the determining factor thus making organization a means to an end and not an end in itself.

As an integral part of the Community School's Continuous Growth Program the Centers will be open six days per week for twelve months of the year. (See Community School Statement.)

The Center Day

The Centers shall be open day and evening the specific hours depending upon the various activities of the children and parents.

It is expected that infants and children of one and two will come to the Center for short periods of time, usually being there only while the parents are at the Center, though by arrangement as indicated in Section I the two-year-olds may be in a group for specified periods of time during the mornings of Monday, Wednesday, Friday and afternoons of Tuesday and Thursday. It is emphasized again that this is not merely for the sake of "care" or convenience but for the experience offered the children and for the activity of the parents in their involvement in the Center activities. (See Section I, page 55.)

Gradually the time spent by the children at the Center will become longer and more regularly observed as they reach three, four, and five, becoming a four-day week for the ones that parents and staff agree are progressively ready for it until it becomes a regular four-day attendance lengthening eventually to the five-day week for the older ones.

Through mutual planning of parents and professional staff the day may vary for different children at different times. For example, a father interested in working with the children, in wood work, or photography, or science, might come in late afternoon to do so with certain ones especially interested. Those children would have had their regular day, have gone home and come back for the activity with the father. Similarly other plans may be made for use of the Center facilities for one purpose or another connected with the children's learning.

In the same way throughout the day and into the evening parents may be using the Center facilities. At times it may be for recreation purposes, or for carrying on some sort of creative activities in which a group of parents are interested, or for planning, arranging, producing exhibits of one kind or another.

In short, the Center day is to be thought of as being an extended day without the customary limitations of school hours or "school" activities. Rather the Center day is thought of as being the time needed for the activities which through mutual planning parents and professional staff see as beneficial to children, parents, and staff. Thus the day like the program is flexible.

Attention is called to the fact that in the mutual parent-staff involvement (see Chart V, p. 84) there is consistent planning for the guidance of the children's learning in a home-school continuum so that much of what customarily may be thought of as going on in the classroom will be going on at home with the parents involving themselves in it, not in a formal structured way necessarily but with awareness of the learnings that are going on at the Center and with the teachers equally aware of those going on at home. This means that the learning cannot be measured by the length of the school day since the learning day is as long as the children are awake and so planned for and considered.

Enrollment

All children and parents participating in the Center activities shall be regularly enrolled. For the children this enrollment may be for different specified days and times of day as parents and staff agree but it shall be regular for that time. This time may be changed as development and need indicate but shall always be on a regularly enrolled basis. There is no provision for drop-ins.

School Beginning

With the informal flexible grouping and free-flowing activity of the children, "school" in the sense of sequentially planned learning may very well begin for many children much earlier than is usual. Every opportunity shall be offered so that this can take place naturally and spontaneously. However, "school" as such shall be thought of as "beginning" in accordance with the provisions of Arizona state law, and the school day for these children shall conform to state requirements.

Entrance Provisions, for Children from Other Schools

It is to be expected that at the opening of the Center there will be children who have come from other school systems with designated grade placement. The flexible continuous growth plan shall be explained to the parents with the reasons therefor and explained to the children as a different way of doing than what they have been accustomed to but that they will be learning the same kind of things that they had at the other school. Special attention shall be given to helping these children find the groupings that fit them and to feel comfortable in that grouping.

It is also to be expected that from time to time there will continue to be children coming in from other schools as new families move into the community. The same attention shall be given at all times to helping both children and parents to feel comfortable with the Center plan of operation.

Vacations

In accordance with the policy of carrying on the program from an individually oriented standpoint (see Working Paper #1, The Rationale, page 33) vacations may be arranged suited to the best interests of children and parents through mutual planning by parents and professional staff. However, the vacation periods customary for the schools of the state will be observed in general with individual variations as indicated. In any case care shall be taken that for the children considered as being of school age in accordance with state law shall observe the number of school days required by that law.

Attendance of Children

In accordance with the flexibility of the program and its individual orientation arrangements can be made for varied expectations relative to the children's attendance. Thus for one child the plan that seems best to fit him may be a three-day week while for another it would be four or five. Such arrangement can be made through mutual planning but it is expected that whatever the plan it will be observed with regularity.

When children have reached school age as defined in Arizona law attendance shall conform to the requirements of the law.

Reporting

With the mutual involvement of parents and professional staff parents can be expected to be intimately aware of what is going on in the Center and of their children's progress.

However, the matter of keeping the parents and staff informed shall not be left to chance. The mutual awareness of each child's progress is seen as necessitating an exchange of thought and not merely a reporting from Center to parents. The reporting from parents to Center is seen as essential to that understanding of the children which makes it possible to plan the program so that it fits developing needs.

Arrangements shall be made, therefore, for unhurried times for parents (including fathers) in each family and the staff member or members concerned to talk together.

A plan for written reports shall be worked out through mutual planning of an involvement group formed for that purpose.

Records

Such records shall be kept at the Center as makes it possible for a child who moves out of the school district to take with him a report of progress which will be useful in his adjustment in the school to which he goes. Whatever other than the traditional letter of figure indications of progress are used shall be interpreted in terms of those letters or figures when a child leaves the Center for another school so that he will be at no avoidable disadvantage in the school to which he goes.

Records shall be kept, not only of children's progress, but of all Center activities. In keeping these consideration shall be given to various means of recording, written, tape, movie, slides. Complete records are necessary for continuous evaluation and as the basis for program planning. The nature of records to be kept from the beginning and the allocation of the responsibility for keeping various ones shall be a part of the pre-opening planning. (See Section VIII.)

Services

The varied services of the Center including health service, food service, counseling service, etc., will be arranged either through provision by the Center or by coordinating arrangement with the appropriate community agency.

Such food service for the children as is needed shall be provided through the school's kitchen and snack unit. Health care may be provided through the school's health unit, or through a health unit at the Center, with referral via the parents as indicated to the appropriate community agency when parents so wish.

Counseling service may have to be provided at the Center unless or until there is some community agency where it can be secured.

The basic purpose of the Center shall be the determining factor in deciding on the services needed and the community situation and facilities a factor in deciding which services shall be provided at the Center.

Arrangements shall be made with available community agencies for a functioning coordinating relationship providing for referrals, exchange of services, and such conditions for working together as provides the needed service to the children and parents.

New Families

Arrangements shall be made through a parent-staff involvement group for contact with new families moving into the neighborhood to acquaint them with the availability and nature of the Parent-Child Center program.

SECTION VII

Staffing

Staff estimates are based on the estimate of six hundred families in a typical neighborhood in the new city and the assumption that from these approximately three hundred (300) children from infancy through seven will be enrolled in the Parent-Child Educational Center of the given neighborhood. The age division of these it is assumed will approximate the following:

Infants	One's	Two's	Three's	Four's	Five's	Sixes	Seven's
25	25	30	35	40	45	50	50

It is assumed that as the children reach what is commonly thought of as school age approximately all in the neighborhood will be enrolled, hence the estimate of the larger number from five years and on.

Only a general outline of staffing is shown here as that with which to begin the pre-opening period of preparation. (See Section VIII). During that period as contacts are made throughout the community a more definite estimate of the number of children to be enrolled will be made and teachers added accordingly.

Program Director

This person will have general overall responsibility for the Parent-Child Centers, not only the first ones to open but those to follow. It is assumed that this will be a person from Arizona State University faculty and responsible to the University during the demonstration phase.

Center Director

Each Center will have a Center Director. As indicated in Chapter V of The Community School, this person should be one

> concerned with the overall functioning of the Center, a person in sympathy with its purposes, one who relates easily to both adults and children, one who is easily adjustable in meeting changing conditions and facile and imaginative in providing for them, adept in working with public school officials and with community groups.

This should be a person with experience in working with children of different ages and with parents, thoroughly knowledgeable in the fields of child development and early childhood education, experienced in working with teachers in planning for program functioning, and skilled in handling details pertaining thereto.

Unit Leaders

While the grouping of the children is free, informal, and flexible, examination of Charts II and III shows that on the basis of developmental characteristics, and therefore of interests and needs, there is a natural unit grouping, with the infants, one's, and two's (plus or minus) in one group; the three's, four's and five's in another; and the sixes and seven's in another.

There will be no formal division into such units but only the natural division which suggests a Unit Leader for each of the three. This person in each instance should be one who is experienced in working with children and with parents and in full sympathy with the purposes of the Center; interested in and willing to work with overlapping units as indicated in the continuous growth set-up of the Center; knowledgeable in child development, early childhood education; experienced in working with teachers in planning for the children and in carrying out the plans; able to interpret the children's learning and skilled in providing for it; willing to work in a coordinating relationship with all staff members. (See Chart VII for general staff plan.)

Teachers

The teachers should be properly certified for teaching in the public schools of Arizona, to provide for the children's school learnings. In order to carry out the purposes of the Center these should be persons thoroughly understanding of children's developmental characteristics, cognizant of what it is useful for children to know, to feel, to do, skilled in guiding their learning, warm in feelings of relationship to children, able to interpret to others what they see and understand of children and their behavior, genuinely interested in parent-child relationships, willing to work in mutual involvement with parents.

Details of the teachers' functioning with the various developmental groups are to be found in Chart IV. Details of the teachers' work with parents are to be found in Chart V. Factors contributory to the teachers' functioning in these relationships are to be found in Chart VI. It is essential that teachers be selected with regard to these details.

The initial number of teachers to be selected for each of the three units of developmental groupings is indicated on Chart VII. This is only the beginning number. Others will be added as neighborhood contacts reveal the number of children to be enrolled for the time of the Center opening.

In considering the number of teachers needed it must always be borne in mind that the teachers' responsibilities include both the children and the parents with time allowed for unhurried involvement with both and for such home contacts as parents wish. It is estimated that teacher time should be divided half and half--half with children, half with parents in one activity or another.

CHART VI

THE TEACHERS

Defining Details Contributory to Teacher-Functioning with Children in Overlapping Developmental Groups and Their Parents

Chart VI essentially outlines the general guidelines for teacher orientation and in-service training for work in the PCEC.

Each column of the chart indicates the general nature of expectation in teacher preparation with specific reference to the characteristic development of the children as they progress from infancy on.

It should be understood, however, that the details of each column of the chart, for each of the three units, relates to all teachers. The overlapping of groups of children makes it essential that there be understanding on the part of teachers of the whole range of learning even while there will naturally be different areas of specialization.

CHART VI

THE TEACHERS

Defining Details Contributory to Teacher-Functioning with Children in Overlapping Developmental Groups and Their Parents

Unit One

Birth to 1 year with some + or -	About 1 year with some + or -	About 2 years with some + or -
To understand basic details of infant care--to recognize differentiation in family living in providing for it--to be aware of community agencies which can be useful to parents in infant care--to be cognizant of little details likely to be anxiety producing to parents--To be familiar with basic facts of child development--to know how to interpret these to parents--to know how to make parents feel at ease--To be sensitive to what parents see as problems--To recognize both father's and mother's place in infant's living--to be sensitive to infant's feeling tone--to be cognizant of current and pertinent research on infant learning and sensitive to its specific applicability--To be alert to varied ways of parent involvement--To know how to help parents feel at ease in their involvement at the Center--To be sensitive to parents' feelings about themselves as parents--To be	Being knowledgeable on facts of child development and skilled in identifying developmental details in different children--thoroughly familiar with current research on infancy and young children and analytical in applying it to guidance--experience in noting details of development and learning--having knowledge of how to provide therefor, e.g., clothing, socialization, sleeping arrangements, playthings, schedule, feeding--skilled in sensitivity to child's feeling tone--knowledgeable in details of nutrition, general health care, safety provisions--informed on findings related to thumb sucking--to selection of toys--aware of practical details of household management--to know how to explain services of Center to parents (being fully aware of what services are possible)--skilled in interpreting developmental details to parents--to have	Skilled in understanding why child does what he does--Able to identify bits of development and learning--skilled in noting details of speech patterns--knowledgeable about guiding speech development and maintaining spontaneity of expression--skilled in understanding child's conceptualization and in noting these with parents--knowledgeable about stories, music, play materials and sources for these--skilled in planning with parents for experiences in the Center and at home that fit individual children--working understanding of details of development from infancy to this point and on to next years--working understanding of flexible and overlapping grouping in providing for individual continuum of development and learning--working knowledge of equipment, furnishings, supplies that provide for development and learning--
(Continued to Column 1)	(Continued to Column 2)	(Continued to Column 3)

CHART VI

THE TEACHERS

Unit One (continued)

Column 1 (continued) Birth to 1 year with some + or -	Column 2 (continued) About 1 year with some + or -	Column 3 (continued) About 2 years with some + or -
alert to ways of providing parents the help they want, interview, group meetings, books. To know the techniques of interviewing so that parents feel comfortable about discussing whatever they wish--To know how to select suitable equipment for infants at the Center--To know how to plan schedule for infants and parents at Center--To arrange exchange of work with overlapping groups as needed--To know how to handle a group meeting--To be well versed in continuum of development from infancy on--to be cognizant of factors contributing to mental health in infants and in family living--to be aware of current literature likely to be of interest to parents--to be able to do analytical thinking in identifying parenting skills--to be informed on community services useful to parents and how to secure them--to be cognizant of significant details in infant learning and skilled in identifying these with individual babies--sensitivity to parents' feelings about	sensitivity to parents' reaction to child's development and knowledgeable on how to relieve anxiety and enhance enjoyment--knowledgeable about where to secure toys, furnishings, etc., suitable for this age--knowledgeable about children in later developmental groups and ready to talk with parents about theirs who are older or to refer to other staff members--willing to work with other staff members and able to interpret specific points in children's development--have ability and willingness to listen to parents--skilled in understanding parents' interest or anxiety--knowledgeable about ways of involvement with parents--skilled in interviewing--able to handle discussion group--skilled in planning with parents for what seems best for child and in their involvement--knowing how to secure such information or help as parents may wish--skilled in giving suggestions with no belittlement	knowledge of research bearing on this stage of development and skill in its practical application--knowledgeable about details of accomplishing toilet training and in helping parents resolve difficulties--knowing how to help parents as they come and go in Center to observe children noting and accepting individual differences--knowing how to explain the arrangements at the Center for the children and reasons for the details of guidance given--understanding how to plan with parents for such help as they are ready to give with the children at the Center--knowing how to include them in the planning and how to utilize their suggestions--skilled in ways of making parent involvement satisfying and useful to them--skillful in bringing interesting and useful research findings to parents--skillful in making parents feel that their comments and suggestions are useful and in using them--skilled in
(Continued to Column 1)	(Continued to Column 2)	(Continued to Column 3)

CHART VI

THE TEACHERS

Unit One (continued)

Column 1 (continued) Birth to 1 year with some + or -	Column 2 (continued) About 1 year with some + or -	Column 3 (continued) About 2 years with some + or -
themselves as parents--recognizing family's right to privacy and giving such help as parents wish with respect for their individual ways of living. Knowledge of how to keep in touch with current research in early childhood education, professional publications, Central Educational Research Information Center, etc. Skilled in helping parents become acquainted with each other.	of what parents are doing--to have a fund of practical information on details commonly useful to parents--to know how to make parents feel at ease in talking over any details they wish--to be skilled in listening --to know how to observe and record significant items--knowing how to handle small neighborhood meetings if parents want them.	sensitivity to feeling tone of both children and parents--understanding how to observe child in terms of what he is trying to do, how his behavior relates to his physical environment, to people, to his feeling about himself--cultivating sensitivity to child's feeling about world around him--skill in discussing such details with parents.

CHART VI

THE TEACHERS

Unit Two

About 3 years with some + or -	About 4 years with some + or -	About 5 years with some + or -
Understanding the details in the continuum of development and learning from infancy to this point with individual children and skilled in following this through with parents. Skilled in identifying and defining parenting skills with parents--broad basic knowledge of children's learning with cognizance of details of child's conceptualization. Skilled in recognizing child's process of reasoning, handling of difficulties, ability to make decisions, and in identifying these with parents both at home and Center. Skilled in coming to understanding with parents of child's individual characteristics and in planning together for the guidance that fits him individually --knowledgeable about books, magazine articles likely to be of interest to parents--skilled in noting beginnings of subject matter learnings--knowledgeable about how to follow up on children's interests in opening up new experiences to them--skilled in utilizing experiences they have and providing	Understanding of child's growing abilities and skills--working knowledge of how to guide learning--knowledge of how to identify details of learning and learning processes as evidenced in individual children--Keeping up with current research on development and learning--keeping informed on availability of technological means for children's learning--becoming adept in use of these--making parents familiar with them --knowing how to help parents involved with the Center groups to know how to use these with the children--knowing how to bring useful teaching methods to parents--knowing how to interpret one's way of teaching to show practical reasons therefor--Keeping up with current books, periodicals and pamphlets--being informed on publications useful to parents--being knowledgeable in music, science, mathematics, reading materials for children of this age and younger and older, knowing how to use ideas staff members in	Being able to define a continuing educational program for children from infancy through seven--Being able to define practical reasons for the non-graded overlapping groupings of the Center--skilled in identifying the characteristics contributory to child's effective school learnings. Being fully informed on State of Arizona expectations in school learnings--being able to define the children's learnings as they appear in interrelated experiences--understanding ways of evaluating individual progress in school learnings including skills in relationships, in handling difficulties, in decision making, in planning and knowing how to do such appraisal in a give and take way with parents--Being able to identify means of control that result in beneficial learning for individual children--Understanding details of work habits that contribute to ease and effectiveness of children's learning--Working knowledge of environmental
(Continued to Column 4)	(Continued to Column 5)	(Continued to Column 6)

CHART VI

THE TEACHERS

Unit Two (continued)

Column 4 (continued) About 3 years with some + or -	Column 5 (continued) About 4 years with some + or -	Column 6 (continued) About 5 years with some + or -
new and challenging ones--Knowledgeable about and alert to details that make for easy natural learning both now and as child moves on to more definitely organized school learnings--Skilled in recognizing speech difficulties, if any, and knowledgeable about how to handle same or how to get help if needed. Knowledgeable about books, records, play equipment and sources for same--Understanding how to arrange the day at Center for varied activities of children and involvement of parents--understanding of how to plan and work with parents on their guidance of the children at the Center--Knowledgeable about how children's experiences at home and at the Center supplement and compliment each other and planning with parents so that they do--Skilled in recognizing differing values and standards among parents and as relates to one's own and accepting differences as natural--skilled in talking with parents about details that trouble	allied fields offer--Skilled in giving children opportunity for planning, for decision making--skilled in arranging a learning environment and in considering this with parents--knowing how to help parents in their involvement of whatever sort so that it is satisfying to them--being skilled in recognizing and utilizing parent talents--Knowledgeable about practical suggestions to parents on situations on which they want help--Knowing how to help parents coming newly to work with the children to become oriented in the Center's program and philosophy--skilled in understanding parent needs as the parents see them--having working knowledge of group dynamics--Knowledge of materials useful to parents relative to their expectations for their children--Skilled in defining parenting skills and in helping parents recognize ones they are using successfully--Skilled in defining for parents	arrangements and ways of teaching contributing to these--Being able to define the basic values one holds to in teaching and to communicate these to parents on a reciprocal basis--Skilled in appraising the effectiveness of one's teaching in terms of children's progress--and of one's involvement with parents in terms of their satisfaction--Understanding expectations and program fitting developmental characteristics in groups younger and older and being able to work reciprocally with other professional staff--Being able to define basic concepts in science, mathematics, geography, history, etc., and to identify these as evidenced by individual children and to be skilled in knowing how to provide for children's gaining of them in a natural way--and being able to reciprocally consider these with parents--Having a broad basic knowledge in the subject matter fields that the children's
(Continued to Column 4)	(Continued to Column 5)	(Continued to Column 6)

CHART VI

THE TEACHERS

Unit Two (continued)

Column 4 (continued) About 3 years with some + or -	Column 5 (continued) About 4 years with some + or -	Column 6 (continued) About 5 years with some + or -
them and in together working out what seems best for all concerned --Skilled in planning schedule to fit varied times of attendance of individual children--skilled in helping children increase meaningful vocabulary--understanding details of helping child learn to read, to handle simple number concepts even though no formal learning of these is indicated--being able to define education in broad terms.	the definite and sequential learnings the children are being helped to get--Knowing how to evaluate children's progress and identify this with their parents --Knowing how to use findings from allied disciplines in understanding children and parents and oneself.	learnings touch upon--being skilled in listening as basic to working relationship with both children and parents--Skilled in working out ways of helping children learn that fit these children and this situation.

CHART VI

THE TEACHERS

Unit Three

About 6 years with some + or -	About 7 years with some + or -
Being fully cognizant of latest findings on teaching of reading, writing, mathematics, science, as well as language arts. Social skills and cognizant as well of ways of teaching found by experience to be useful. Being informed on latest and proved useful heretofore on opening up many experiences to children in music, use of variety of materials, putting ideas together in varied forms, e.g., dance, puppetry, drama, etc. Being informed on materials in all these areas and sources for them--knowing available teaching aids and how to use them--knowing how to bring knowledge of their use and of all one's teaching methods to parents involved in working with the children at the Center or others interested. Skilled in identifying individual children's specific learnings and able to define the progress being made--identifying any difficulties in reading, in expressing ideas, etc., and knowing how to help child individually. Skilled in devising one's own teaching aids to fit situation. Skilled in defining for parents purpose for some special teaching aid and working together or enlisting their help on devising it--Being skilled in so planning activities or opportunities for activities that school learnings take place and knowing how to interpret these to parents and to plan with them so that home-Center supplement each other--Knowing how to keep records that show individual progress--Keeping up to date on new ideas in this area--Keeping up to date on professional	Basic understanding of developmental changes as they occur from infancy on and beyond the particular group--alertness to changes children will face as they move on to next school unit--Ability to identify with the parents the qualities and abilities needed as they move on in school learnings--understanding of how parent involvement will need to change to fit children's developmental changes--Ability to define parenting skills as related to the children's growing --Skill in arranging physical environment and in devising teaching materials without dependence on what may be currently available commercially--knowledgeable about what is available and how to use it effectively--Having a working knowledge of state course outlines and expectations and alert to note each child's learning progress as related thereto--Skilled in finding other than stereotyped ways to appraise learning progress--skilled in helping children assess their own learning--Keeping a broad viewpoint of education as including all of a child's learning wherever it takes place and being always cognizant of its interrelatedness--Skilled in making learning a matter of individual discovery, interest, satisfaction. Understanding motivations that bring forth willing individual effort--Having broad knowledge of subject matter areas. Knowledgeable about books in variety of areas that children can read themselves and those to read to them--Working with parents who help in Center on ways of helping the
(Continued to Column 7)	(Continued to Column 8)

CHART VI

THE TEACHERS

Unit Three (continued)

Column 7 (continued) About 6 years with some + or -	Column 8 (continued) About 7 years with some + or -
literature including research findings not only as pertains to this developmental group but younger and older--Keeping working knowledge of sources of help for parents in the community, and how these can be utilized--Skilled in various ways of keeping in working contact with parents and alert to devising new ways with them--Being inventive in devising materials and ways of teaching that may be new but are effective.	children learn--Skilled in working reciprocally with parents on evaluating whole range of children's learning including social skills, enjoyments, decision making, planning, respect for authority, etc. Understanding how to provide for independent activities for children during the school day--Skilled in helping children think independently and to recognize how to think in solving a problem--Skilled in making drill and practice meaningful.

It should always be understood that the involvement with parents is part of the responsibility of each teacher. It is not to be left to either the Unit Leaders or the Center Director. Thus it is not an adjunct to teaching. It is an integral part of it.

For this reason the estimate of the number of teachers (and assistants) needed is made on the basis of a ratio of teachers to families rather than teachers to children alone as is the usual custom. Reference to Chart VII will show that this estimate is made by Units--i.e., Unit One, Unit Two, and Unit Three. This is in accordance with the recognition of the overlapping of the developmental groups within a unit and with the intention that teachers shall function in a free and natural way with the children of different ages within the unit and when need indicates with those in the other units.

Further examination of Chart VII will show that the teacher's time is estimated in hours given per family. This means the combined hours given to children and parents since this is a Parent-Child program.

It is recognized that this is an innovative procedure and that, therefore, during the Pre-Opening Period (see Section VIII) changes may need to be made. The estimate given should be considered the minimum with additions to be made as it becomes evident such are needed.

Assistants

In each unit there shall be regularly employed qualified assistants, as indicated in Chart VII. These are considered part of the professional staff. These, too, are the beginning number estimated as needed to be added to as numbers of children and parents enrolled increase.

Assistants may or may not be certified in the State of Arizona but they should have a minimum of 2 years of college with basic preparation in child development and/or early childhood education. Experience with children is an asset.

Aides

These may be employed later as need indicates. They may be non-professionals in the sense of not having completed professional preparation as is the case with teachers, or partial preparation as is the case with assistants. They should have a minimum of high school education and have had some experience with children of the ages of those at the Center.

Parents

It should always be kept in mind that parents who are actively involved in work with the children are there not only to give help in the Center but to increase their own parenting skills. Thus while they are of assistance with the children they are also there for interpretative help from the teachers in understanding and providing for the children's learning.

The number of parents at a given time will vary but as heretofore indicated should be planned on a regular basis.

Other Staff

As indicated in Chart VII there will be such staff as is necessary to provide health care, counselling service, food service, service to visitors, and any other that it is decided is essential to the functioning of the program.

An Evaluation Leader will be needed to take responsibility for guiding the continuous appraisal and re-appraisal necessary in an innovative program such as the PCEC.

A Research Director is a paramount necessity since the PCEC is essentially a research program. This person will have responsibility for planning and directing appropriate research studies, carrying the studies forward with the teachers and with any research workers who may be added to the staff for special studies; and making such arrangements as seem feasible for other independent workers who may wish to use the Center's facilities from time to time.

The Research Director and the Evaluation Leader may or may not be the same person. If there is a different person for each position the two will naturally work closely together.

CHART VII

STAFFING

CHART VII

STAFFING

Program Director

Having General Overall Responsibility for the
Parent-Child Educational Centers
(From A.S.U. Faculty and Responsible
to the University in the
Demonstration Phase)

Center Director
(for each Center)
See Working Plan #3, page 95

Unit Leader I			Unit Leader II			Unit Leader III	
Infants	One's	Two's	Three's	Four's	Five's	Sixes	Seven's
25	25	30	35	40	45	50	50*
Total 80			Total 120			Total 100	

Teachers working with overlapping developmental groups
and with parents and parent involvement groups

Estimated 75 families participating. Estimated a teacher gives average of 3 hours per week per family = 225 teaching hours divided by 40 hour week = 5+ teachers or 6 teachers	Estimated 90 families participating. Estimated a teacher gives average of 5 hours per week per family = 450 teaching hours divided by 40 hour week = 11+ teachers	Estimated 80 families. Estimated teacher gives average 6 hours per week per family = 480 teaching hours divided by 40 hour week = 12 teachers
3 Teachers 3 Assistants	6 Teachers 6 Assistants	6 Teachers 6 Assistants
+ Teacher Aides + Parents	+ Teacher Aides + Parents	+ Teacher Aides + Parents

Total for three units 15 Teachers
15 Assistants

With other professional staff providing
Service to Visitors
Health Care
Food Service
Counseling Service
Research and Evaluation
Leadership

* The number of children here indicated should be understood to be hypothetical and is used as a base figure for purposes of indicating the plan for determining staff.

SECTION VIII

In-Service Training and Preparation for Center Opening

There will be a period of one year prior to the opening of the Center for in-service training in preparation for the opening. During this year the physical facilities will be built. The professional staff will be employed at the beginning of the year and will be regularly on duty.

There will be a planned program of training under the direction of the Program Director, with necessary staff for carrying on the training and preparations for opening. The training program will be arranged through ASU utilizing University facilities whenever possible. Consultants will be brought in for guidance in specialized areas.

This will be a period during which professional staff will have the opportunity to become familiar with each other's points of view and to come to a common working understanding of the rationale of the Parent-Child Centers.

This will be the period, also, in which parents and professional staff will have the opportunity of working together in the mutuality of planning and involvement which has been pointed to as a distinguishing feature of the program. It is the plan that parents who wish to do so will participate in all details of the in-service training and pre-opening preparations.

Formation of Center Planning Group

This will be one of the first steps of the year in order that mutuality of planning and involvement may begin at once. This is the central planning group referred to in Section I of this paper on Center Activities.

Formation of Parent-Staff Involvement Groups

Such involvement groups will be formed as are needed from time to time during the year to work on details of plans. It is to be expected that there will be groups on selection and assembling of equipment and materials; on furnishings and when the building is completed their arrangement; on the many details of plans for the children's activities; on acquainting the community with the Center possibilities; on plans for home activities for small groups of the young children not presently in school who may be coming to the Center when it opens; and on any number of the details incident to preparation for opening.

Seminars and Workshops

There will be a series of planned seminars and workshops running for different periods of time as befits the specific purpose to be accomplished. All professional staff will be included and all parents who wish to.

It is recognized that professional staff will come to their PCEC employment with both basic and specialized training. It is not the purpose of the seminars and workshops to supply this training. The purpose rather is to bring it all into a synthesis which will form the basis for working together in the PCEC.

Chart VIII shows the general plan for in-service training including indication of the general nature of the seminars and workshops.

CHART VIII

The General Plan for In-Service Training and Pre-opening Preparation

In considering this chart it should be understood that this is indication only of the type of plan proposed and not a complete outline of it.

CHART VIII

Showing a General Plan for In-Service Training and Pre-opening Preparations

Staff will be regularly employed and will be on salary and on duty during the hours that will be the Center's time of operation when opened.

The activities of the pre-opening year will be under the overall direction of the Program Director who it is assumed will be from the faculty of ASU and responsible to the University.

There will be a planned program of training arranged through the University and there will be the necessary staff for carrying on such training. Presumably this will be a small group working with the Program Director and utilizing University facilities. Additional consultants will be brought in for guidance in specialized areas. An important feature of the in-service training and pre-opening preparations will be the involvement of all parents who wish to participate in any of the various activities.

The major part of the activities of the pre-opening year will take place in the Litchfield Park Area though some may be on the University campus.

Building

The building of the PCEC facilities will be going on during the year.

Orientation Period
2 weeks

This will be an intensive initial orientation period during which staff will become familiar with all of the materials produced during the time of planning under the NIMH grant--e.g., Working Papers 1, 2, 3, reports, etc. This is orientation in the basic philosophy on which the program is based. This will

(Continued to Column 1)

Parent Involvement (continued)

Since this is a basic feature of the program this will also be a basic feature of the pre-opening year's activities. The first step will have been taken when the meeting was held during the first two weeks with the initial Advisory Group on which there was parent representation. The next step will be meetings, probably 2 or 3, or more with the group of parents who met at L. P. for initial discussion of plans,

(Continued to Column 2)

Formation of the Center Planning Group as mentioned in Sec. I will follow, with this group becoming immediately active in the year's preparations. Through arrangements made by this group there will be continuing meetings with parents bringing in ones newly moved to the area. There will also be formation of smaller parent involvement groups as preparations for opening develop.

Since Parent-Involvement groups include a staff member or more this

(Continued to Column 3)

One phase of Parent involvement will be making home observations of infants, young children, older children possibly with a teacher and parents in a given home making observation notes, discussing them both from the standpoint of content and of ways of keeping them. Taped observations will be basis for group discussions, e.g., of developing speech, of content of child's conversation.

In this mutual involvement during the pre-opening year the foundation will be laid for later ease in involvement. It is to be expected

(Continued to Column 4)

CHART VIII (continued)

<table>
<tr><th>Column 1 (continued)
Orientation Period</th><th>Column 2 (continued)</th><th>Column 3 (continued)</th><th>Column 4 (continued)</th></tr>
<tr><td>be examined and discussed in detail. This will include one or more meetings with the Advisory Group who served during the time of Planning.</td><td>(Dec. 5, 1967, Jan. 16, 1968, May 6, 1968). This will serve as beginning orientation to parent interest in involvement.</td><td>serves as continued orientation in mutuality of planning and work.</td><td>that there will be parents who will wish to be included in workshops and seminars.</td></tr>
<tr><td colspan="4">Seminars</td></tr>
<tr><td>Seminars
There will be seminars running concurrently or consecutively as the case may be and of varying duration on:</td><td colspan="3">It is assumed that all teachers employed will be well prepared in their special fields of work. It is not the intention in the pre-opening year of preparation to duplicate or to supply their initial training but rather to provide seminars that will synthesize it or fill gaps so that they will feel at ease in the innovative program of the PCEC. Therefore there are not included here seminars on basic knowledge of school subjects, or the guidance of play, etc. These will be touched on in Workshops.</td></tr>
<tr><td>Child development--in depth--
It is assumed all teachers will be well grounded in basic C.D. but not necessarily in depth and particularly as covers the range from infancy through the 7th year.
Depth study of current and recent research on learning of infants and children of 1 and 2.</td><td>Group dynamics--not only with details of working with groups and individuals but more basically for development of deeper awareness of and sensitivity to the feelings of both parents and children--awareness of pressure indications and how to release them--awareness of feeling tone of what is said and done--</td><td>Children's cognitive development and learning beginning with infants and following on through 7th year--identifying evidences of beginning of reasoning, judgment, self-concept, conceptualization in various areas --and the evidences of continued progress with consideration of the teacher's function in providing for such</td><td>The Community School Concept
Orientation in all of the details involved from the time of the first concept of L.P. to the present.
Development of the idea of the community, of the school, of the PCEC as its beginning unit, of the nature of the planning, of some of the hurdles to be surmounted.
What a Community school as</td></tr>
<tr><td>(Continued to Column 1)</td><td>(Continued to Column 2)</td><td>(Continued to Column 3)</td><td>(Continued to Column 4)</td></tr>
</table>

CHART VIII (continued)

Seminars

Column 1 (continued)	Column 2 (continued)	Column 3 (continued)	Column 4 (continued)
This includes acquiring a working knowledge of research findings of such leaders in the field as Martin and Cynthia Deutsch, Lois Barclay Murphy, Urie Bronfenbrenner, J. McVicker Hunt. This is significant for all teachers as well as for those particularly concerned with the infants and young children since here is the foundation for continued learning. Study of experiments being carried on in various parts of the country relating in whole or in part to any phase of the PCEC program, such as those operating under NIMH grants, the Parent-Child Centers under government funds, the Nimnicht experimental program at Greeley and his current work with the National Youth Council.	sensitivity to parents' feeling about themselves as parents and development of recognition of evidences of those feelings. Identifying of parenting skills Beginning with the basic identification of "what is good for parents to know, to feel, to do", as based on research findings, to go on to identification in actual practice and verbalization thereof as a basis for consideration with parents concerned with identifying their own skills.	progress. Characteristics of a Continuous Growth Program Here will be orientation as needed to the concept of a continuous flow of learning from infancy on --with orientation in the continuing program after the children leave the PCEC. This will bring out consideration of the non-graded set-up, of facilities that allow for free movement of individuals, of the concept of individual progress as a basic factor in evaluation. This brings in consideration of teacher functioning in a free flowing program and the necessary orientation to children of varying ages, as well as practical details of working together as a staff.	here conceived is--teachers' functions in making it so--orientation to plans for the units following PCEC. Interviewing skills This is directly related to the mutuality of involvement --the skills that make talking together easy and profitable--the sensitivity that makes for ease, the respect that results in attentive listening.

CHART VIII (continued)

NOTE: It is planned that parents who wish to do so may participate in workshops.

Workshops

Reference to Chart V will show details contributory to teacher functioning with children in overlapping developmental groups and their parents. Those details will not be repeated here. Rather, here there are suggested workshops planned to bring many of the details into practical functioning in the PCEC. The various workshops will be of longer or shorter duration depending on the need.

Types of activities and equipment suggested by current research findings.

This workshop may very well parallel the seminar on study of current research. In the workshop consideration will be given to what of the possible provisions suggested shall be initially included in the PCEC program. Arrangements may be made for trying out selected ones in homes where parents are involving themselves in this planning preparation. The mutual observation would be the basis for workshop discussion. It could very well be that out of this could grow the planning of other innovative activities and the devising of new equipment.

(Continued to Column 1)

Arranging the Center space, furnishings, etc.

This obviously cannot be actually done until the building is ready. However it will have to be done concurrently with the selection of equipment and its hypothetical placement will be initially by blueprint planning. This is necessary if all is to be ready for the day of opening. The actual arrangement is the final step.

Planning the program

Obviously in a free informal program details of operation will vary from day to day. But there must be orderly planning. This workshop is one that can be expected

(Continued to Column 2)

Record Keeping

This is a matter for thoughtful consideration since a variety of records are involved, e.g., there are those preserving the details of getting the Center under way and the later details of operation. These will be important for later reference for others wishing to operate similar programs; as a basis for accounting for use of funds, etc. There are records of the children's progress; records of parent involvement. How shall these be kept? In what form? By whom? What are all of the possible means for doing it, tape, video, etc.? By the time the Center opens there should be a definite plan for record keeping.

Reporting children's progress

What form shall this take? What are the pros and cons of different possible methods? What do parents prefer? What do they want to know about their child's experiences? What do teachers want to know which parents can tell them? What mutual reporting is mutually useful in providing for the children's learning? With the concept of the PCEC this is a two-way exchange not necessarily of facts only but of each one's interpretation of them. It becomes the basis for mutual planning.

Teacher functioning in relation to parents

Reference is made here to Chart V which gives details of such functioning. This workshop will be concerned with the know-how of putting

(Continued to Column 4)

CHART VIII (continued)

Workshops

Column 1 (continued)	Column 2 (continued)	Column 3	Column 4 (continued)
Selection of equipment and furnishings. This is a workshop that can be expected to continue throughout the year. It involves a study of what is available that would make the functioning of the program possible. It may mean the devising of what is needed if it is not available. It means thoughtful selection which can only be done when there is a basic understanding of the program. This is a workshop in which it is hoped parents will want to be involved. Out of this workshop will come the furnishing and equipping of the Center.	to be continuous since it is basic to all else. It involves thoughtful sorting out of possibilities that are in general suitable for children of different developmental abilities. It will take one into the planning of schedules so that free flowing activity will not result in chaos. It involves planning how teachers and other staff will work together.		those details into practice. It involves assembling information, defining skills, working out ways of doing.

Workshops (continued)

NOTE: It is planned that parents who wish to do so may participate in workshops.

Gathering materials for Parent Resource area.

In this workshop staff and parents who are participating will examine, select, gather, and arrange for use resource materials pertinent to children's developmental well-being and to parenting skills. This will include books, pamphlets, films, slides, video tapes. Gathering such material will necessitate discovering and examining what is available and making thoughtful selection. This workshop will be under the leadership of the Librarian. Contacts will be made with parents in the community to discover the types of materials they would find useful, and the areas they wish covered. Staff members with specialized interests will participate in suggestions and selections.

Community Inter-relationships.

It is probable that all staff members will have had a basic course in public relations but here is the PCEC in a specific community and how can it best function in its capacity as a coordinating activity? And how can each staff member contribute to such functioning? This workshop will be concerned with becoming familiar with the community make-up, with the various agencies, clubs, service groups, facilities,

(Continued to Column 1)

Planning research studies and defining how teachers can function therein.

This would be under the leadership of the Research Director and for the purpose of exploring for ideas; to orient teachers to the part they take in action research; to familiarize parents with research plans; to get some definite plans formulated; to work out techniques teachers will follow in participating in the studies.

Selecting and assembling teaching aids.

It is assumed that there will be a Teachers' Central Resource Area where equipment and materials in common use will be assembled.

This workshop will concern itself with examining, selecting, and assembling teaching aids. These will be assembled when the building is completed in the Teachers' Central Resource Area from which they can be taken for use in different developmental groups. This workshop will consider projectors of various sorts, films, slides, tape recorders, record players, typewriters for children, independent teaching machines, auto-instructional devices, science equipment, musical instruments, duplicating machines for children's

(Continued to Column 2)

Selecting and assembling materials for the various developmental groups.

While equipment and materials in common use among the groups will be assembled in the Teachers' Central Resource Area there will be materials and equipment which will need to be readily at hand for the children's use in the area where the different groups are usually at work.

This workshop will concern itself with considering what these materials and equipment shall be and making specific selections. This will include consideration of such items as blocks, play house furnishings, books for daily use, manipulative toys, crayons, paints. It may be that the workshop on selecting and assembling teaching aids and this one will merge. In the one or the other consideration will be given to selection of paper of different sorts, pencils, paints, clay and all of the detailed materials needed for beginning work with the children.

(Continued to Column 3)

Workshops (continued)

Column 1 (continued)	Column 2 (continued)	Column 3 (continued)
services, businesses, industries, churches, and with studying the place of the PCEC in the community. It is hoped that many of the parents will be involved in this workshop. Each of them touches community groups usually several of them and can bring understanding into the workshop that no one else could.	use, globes, maps, instructional games, story tapes and various teaching tapes. Deciding what materials shall be gathered in the Central Resource Area and what shall be in the different developmental group areas.	Guiding the children's learning in reading, writing, mathematics, spelling. While not all teachers will be specifically involved with these details all teachers should be familiar with how those details are handled. This workshop will be under the leadership of the Program Director. While each teacher has her individual way of teaching still there must be a common method and it is this common method with which this workshop is concerned. How is writing to be taught? What is the policy on teaching of phonics? What books are the basic ones for reading? What are the details of teaching mathematics? How is spelling to be taught? It is assumed that answers to these questions are a matter of general school policy. This workshop is to provide help in knowing what is the policy. There should be full understanding on the part of all teachers as to these details.

Workshops (continued)

Basic principles of teaching

This is an area in which all teachers will have had solid grounding in their preparation. However, here they are brought together in a situation innovative in nature and by its set-up of free flowing activity calling for a high degree of mutuality in working together. This seminar provides the opportunity for interchange of viewpoints and for achieving an awareness of each other's thinking on basic principles. It is essentially a seminar for communication. It can well lay the foundation for an accepting attitude toward differences and open the lines of communication that will make it possible to work comfortably with differences.

Specialized areas

This workshop will be under the coordinating leadership of the Program Director and the Center Director. There will be series of meetings with persons from specialized fields who will be involved in working with the children, parents, and teachers, such as the consulting pediatrician, the nutritionist, and others who may not be on the regular staff but on call as needed, such as speech specialist.

Coordinating Details

In a sense all of the details covered in this Working Paper have to do with coordinating details of functioning with the purpose of the Centers to serve children and their parents. However, coordinating details reach beyond the Center itself and its activities into the other units of the Continuous Growth Program, into the Community, into the University, into the whole metropolitan area, the state, and on to other communities and various interested groups.

The coordinating function of the Parent-Child Educational Centers is pointed to significantly in the definition of it as "a coordinating activity". Thus an essential phase of the in-service training and pre-opening period will be the beginning of such coordination through mutual involvement in exploring interests, services, and ways of working together in the Community.

CHAPTER VI

A PLAN OF ACTION FOR PARENT-CHILD EDUCATIONAL CENTERS

A PLAN OF ACTION FOR PARENT-CHILD EDUCATIONAL CENTERS

Parent-Child Educational Centers are proposed as the beginning units of the Litchfield Park Area public school system. They are seen as the first step in carrying forward the overall plan for a community school with a continuous growth program.

Litchfield Park, as a newly planned city estimated to reach a population of 100,000 and more, offers a challenge in educational planning for young children.

Here will be brought together traditions of the families in the established communities of Litchfield and nearby Avondale and those of families coming from many parts of the country as the new city develops.

The community plan of neighborhoods with a pathway system offers a unique opportunity for establishing educational centers as intimate parts of the lives of the families in each neighborhood. (See Figure 1)

Why Parent-Child Educational Centers are Proposed

The establishment of these Centers is proposed because of the fundamental importance of the early years of childhood as indicated by the findings of scientific research and because of parents' constant and continuing concern with their parenting skills.

A Parent-Child Educational Center is a coordinating activity purposing to serve both parents and children from infancy through seven years and is carried on through the mutual initiative and involvement of parents and professional staff.

The basic purpose is twofold, i.e., to be of service to parents, (1) in providing for the developmental well-being of their infants and young children, and, (2) in achieving ever increasing effectiveness in their parenting skills.

It is recognized that the public school does not customarily concern itself with infants and children below what is commonly thought of as school entrance age. Nor are the everyday concerns of parents incident to the care and guidance of their children a matter to which the school usually gives much attention.

However, research indicates a wide range of learnings as taking place during infancy and the early years, it points to the significance of these learnings as basic to all later learnings, and underscores parent guidance

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Note: Chapter VI has been published separately as a single volume. Inasmuch as the same stencils were used in this publication the paging is not continuous with what has gone before.

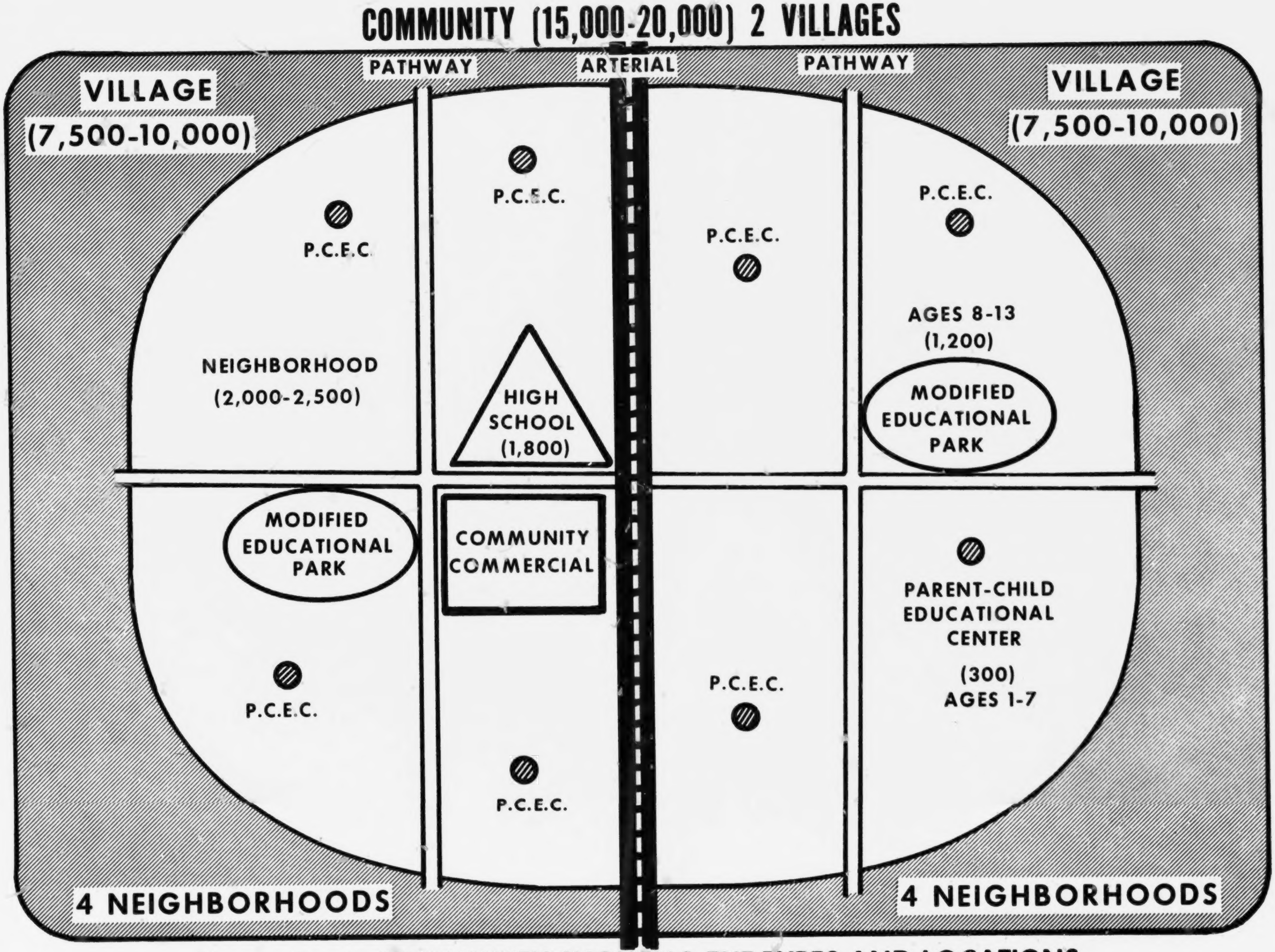
COMMUNITY (15,000-20,000) 2 VILLAGES
PATHWAY
ARTERIAL
PATHWAY
VILLAGE
(7,500-10,000)
VILLAGE
(7,500-10,000)
P.C.E.C.
P.C.E.C.
P.C.E.C.
P.C.E.C.
NEIGHBORHOOD
(2,000-2,500)
HIGH
SCHOOL
(1,800)
AGES 8-13
(1,200)
MODIFIED
EDUCATIONAL
PARK
MODIFIED
EDUCATIONAL
PARK
COMMUNITY
COMMERCIAL
PARENT-CHILD
EDUCATIONAL
CENTER
(300)
AGES 1-7
P.C.E.C.
P.C.E.C.
P.C.E.C.
4 NEIGHBORHOODS
4 NEIGHBORHOODS

Figure 1. A COMMUNITY SHOWING THE TYPES AND LOCATIONS OF SCHOOLS IN THE NEW CITY

of them as being of profound import.[1]

Thus both the learnings of the early years and the concern of parents with their parenting skills in providing for their children's developmental well-being are seen as properly a matter of interest to a public school accepting the concept of a Continuous Growth Program.

Nature of the Program

By definition the purpose of the Parent-Child Educational Centers is to serve parents and young children. Likewise indicated is the mutual involvement of parents and professional staff. This is a basic and distinguishing feature of the program.

It is to be expected that the program of one Center will differ from that of another, since different parents, children, and staff are involved. However, certain fundamental conditions form the framework for all programs.

As Concerns the Children

Experiences and guidance provided will be fitted to the children's individual development. The inclusion of infants and young children may raise the question as to whether it is the intention to push the usual school learnings down to them.

No. It is rather the intention to base the educational experiences made possible for them through the findings of research about infant learnings being carried on continuously by such leaders in the field as Martin and Cynthia Deutsch, Lois Barclay Murphy, Urie Bronfenbrenner, and J. McVicker Hunt.

The concern with individual development as it proceeds from infancy onward is a marked feature of the program. There is no time set for a child to "begin school." This will vary with the child. "School" days will come sooner for some than for others. Thus what is usually thought of as transition from home to school will take place naturally for the children who from infancy or little childhood on are accustomed to being at the Center and with other children. School, as the term is used here, is taken to mean the expected, planned, sequential learnings related to reading, writing, mathematics, language, use of materials, music, social living learnings, etc.

The usual school learnings will be given full attention. The approach to them will be no haphazard laissez-faire approach but definite, thoughtful, planned. Learnings will not be left to chance nor will the children be left to happen upon them as best they may. Teachers will be fully qualified under Arizona certification laws and will be familiar with the expectations of Arizona outlines of accomplishments for children of designated school age. They will be persons familiar as well with up-to-date research in the field of children's learning, with sound teaching methods, and with teaching aids useful in working with different developmental groups.

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[1] For annotated bibliography of pertinent research see Appendix C, "A Source Report for Developing Parent-Child Educational Centers", College of Education, Arizona State University, Tempe, Ariz. June, 1968, and for a resume of selected research basic to the concept of the Parent-Child Educational Centers as proposed, see Chapter II of the same report.

In the Parent-Child Educational Centers there are no limits set on the extent of any child's learning. Each may proceed at his own rate. To make this possible the children are not divided into the usual grades. Groupings are those which come about naturally on the basis of similar interests, abilities, and achievements. With such a set-up it is to be expected that many children will move into structured school learnings much earlier than usual and progress in them more rapidly. However, a child who might move at a more leisurely rate would be equally free to do so.

As Concerns the Parents

Parents are involved both in planning and in carrying out plans. It is natural that this should be so since they, more than all others, are interested in their children's developmental well-being and in their own parenting skills.

Parent involvement is of a twofold nature: (1) participation in planning and in carrying on the activities of the Center, and (2) participation in using the facilities of the Center and joining in the activities they have helped to plan.

Parent involvement includes both fathers and mothers. It is not "problem" involvement to be discontinued as the problem reaches solution. It is a continued-interest involvement. It is to be expected that it will vary from time to time and from family to family.

The facilities and activities available to parents at any given time will depend on the planning they and the professional staff do together. These may include any or all of the following: setting up and use of a parents' resource center with books, pamphlets, printed materials relative to children and to parenting skills; observation of the children in different groups followed by discussion with the appropriate staff member; small study-discussion groups; counseling with professional staff members; arrangements for exchange services in purchasing records, books, toys, etc., or in providing for help in some emergency; arrangement for home loan of toys, books, records; instruction in various areas of interest to parents as individuals, e.g., painting, arts and crafts, writing, drama, etc.; utilization of center facilities for parent and family recreation.

Participation of parents in working with the developmental groups of children or in providing services for them will depend on individual parent interest and is entirely voluntary. Possible activities include: serving as assistants in the various developmental groups; bringing varied experiences to the children, e.g., story telling, music, nature lore, etc.; helping provide facilities for the children's activities, e.g., selection of equipment; preparation of materials, arranging for trips and other special experiences; arranging for groups of children to come to a home for some planned-for activity.

Emphasis here, and throughout, is on parent (father, mother) involvement. Involvement is not necessarily limited to them but may under appropriate circumstances extend to grandparents, interested relatives, and to neighbors who may have no children in school or only older ones.

General Characteristics

The program is flexible in its possibilities for modification and change; diversified and varied because of the numbers of parents and staff planning it; evolving as ideas emerge and are acted upon; challenging in its purpose to find answers to practical questions relating to children's developmental well-being and to parenting skills such as: What does best provide for the developmental well-being of children as shown by the scientific research continually going on? How can the findings of that research be put into practical operation in working with the children? What are the parenting skills which parents themselves recognize as effective? What are the tangible evidences that developmental well-being is being achieved? How can the children's eagerness to learn best be nourished and kept intact? How can parents and professional staff so arrange situations that learning for each child will move along as a continuum? Searching to find answers to such questions serves to keep the program fresh, alive, vital.

By definition the Parent-Child Educational Center is a coordinating activity. There is coordination of parent and professional staff interests, competencies, and services. There is coordination of provisions for the children so that the teaching fits individual children's abilities and stages of development with no child pushed ahead of or held back from what he can do.

There is coordination of services within the Center and coordination of those services with those of the various community agencies. As would be expected in a new community some needed services will have their beginnings in the Center later to become a general community service as the appropriate agency becomes established.

Planning the Program

Planning of the program devolves upon both parents and professional staff. Mutuality of planning is an essential and distinguishing feature of the Parent-Child Educational Centers. It is only the parents who can bring to the planning the understanding they have of their own children; the ideas they have of what they want for them including their school learnings; the values they have for their family; the ideas of how the Center program can be useful to them in their parenting and of what they can bring into it.

The members of the professional staff bring to the planning their basic understanding of children's development and learning; their special knowledge and skills in various areas; their leadership knowledge and abilities; and their overall view of the possibilities of the Center's program.

Mutuality in planning is an active working relationship in which both parents and professional staff offer ideas, consider ideas, accept or modify them and come up with an agreed upon working plan.

Initiative in planning stems either from parents or professional staff and in varying degrees at varying times. An essential aspect of planning is providing for the encouragement, acceptance, and utilization of the leadership implied in the word "initiative," whether this comes from one parent or several, or from one staff member or several.
Continuum in planning is essential in an evolving program. Planning must go on continually not only about what to do but about how to do it. This includes planning for keeping activities moving steadily ahead both as concerns children and parents under the varying conditions that arise.

Program Functioning

Program functioning is illustrated in the following account of

One Family's Experience

Six-year-old Sally Jean D---- has been enrolled at the Litchfield Park Parent-Child Educational Center for about six months. She is a busy little girl. Her Mother and Father drop in at the Center frequently to watch her as she goes about the day's business. They say they like to do it in order to keep up with what she talks about at home.

Often one sees Sally Jean at the library table poring over the books. She is intrigued with learning to read. Part of the time she is with one of the small groups of six-year-olds that the teacher is helping with reading. Other times one finds her with the seven-year-olds. This has been happening more and more frequently. The teacher is keeping a close watch to be sure, as she does with all the children, that Sally Jean is reading accurately and that she understands what she is reading.

Often one will find the child at the Science corner with other children "discovering" what the magnet will pick up and what it will not, or measuring the length of a sprout on seeds being watched from day to day, or working with the pulley or the scales, or any one of the different projects under way at the time.

Many times during the day Sally Jean works by herself at the typewriter, or any one of the teaching machines where the children can test their own word recognition or their skill in handling mathematical facts.

Sally Jean's family came from another state and another type of school system. Her parents were skeptical at first lest, in the free informal non-graded set-up of the PCEC she might not acquire the school learnings and school skills that they want her to be sure to have. They liked the idea of the child's being able to progress at her own individual rate but still they felt that there should be some structured group work in school by the time a child is in the first grade which Sally Jean was in the other school.

They have felt reassured since they found that there is group work, and that full attention is given to what is usually thought of as the various school learnings. They have seen the children gathered in small groups for planned learnings. They have seen drill sessions. Indeed they have seen the children drilling themselves both individually and in small groups, as well as when the teacher has gathered them for that purpose.

Sally Jean has a brother just past three, and a baby sister of ten months. When Sally Jean was enrolled it was explained that the Center's activities begin with infants and go right on through the seventh year, and that the enrollment of the younger children would be welcomed. It was also explained that in the PCEC the parents who wish to be so are actively involved and that Mr. and Mrs. D----'s involvement would be welcomed.

However, they said they felt that getting settled in a new community and with Mr. D---- in a new position they would rather not commit themselves to anything, at least at first. Both Mr. and Mrs. D----, though, did welcome the opportunity to visit whenever they wished to see Sally Jean at work and to talk with the teachers about details of it.

That brought up the question of how Mrs. D---- could arrange for the younger children when she came to visit. It was explained that if arrangements were made in advance the baby, Betty, and the little boy, Danny, could join the younger groups for the time Mrs. D---- was observing Sally Jean and the groups she was in. The Director explained something of the activities of the younger children and suggested that Mrs. D---- might be interested in observing those children, too.

She was and was interested to find that from the infants on there were planned activities fitted to the abilities of the children and that there was a great variety of equipment for them to use so that they were truly having educational experiences.

In talking over the possibility of enrolling the two younger children there was considerable discussion about the length of time they might be there during the week. Both Mr. and Mrs. D---- had always felt strongly about wanting to have their children at home until school age. But this was different. Here they could decide with the teacher and Director how long each one should be there, and on what days, and the fact that there were many different activities which they could see were educational greatly interested them. The Director particularly mentioned that they liked to have the babies there during their waking time because there were so many activities for them.

Further, Mrs. D---- had seen, on the days when she was observing, that with the informal arrangement of both space and schedule Sally Jean often dropped by, in the course of her activities, to say hello to the baby and to Danny and even to stop to play with them a few minutes.

One of the things that had made them hesitate about enrolling them had been that they were a little concerned that pressure might be put on them to, as Mrs. D---- put it, "get on with school too soon." She and Mr. D---- had friends whom they felt were pushing their children too fast and they did not want to do it.

However, both of them had watched Danny and Betty in the short times they had been there and felt satisfied that there was no pushing. It did interest them though that there was planned learning which the little ones could take or leave.

Finally it was decided to enroll them, and it was arranged that they would be there on the same days, leaving Mrs. D---- free to join one of the discussion groups at the Center where special attention was being given to infant development and learning.

Meanwhile, neighbors who were actively involved in the PCEC had been talking with both Mr. and Mrs. D---- about themselves enrolling as active participants. When they demurred about committing themselves to specified involvement, a neighbor who had been in on the planning of the Center from the beginning showed them the wide range of possible involvement and the wholly voluntary nature of it.

This neighbor invited Mrs. D---- in one morning when she herself was "involved" in exhibiting a new litter of puppies to successive small groups of children from the Center. She told how different parents and the teachers often planned together for the children to go to one home or another for different kinds of activities. As an example she cited her next door neighbor who, on a given morning each week had a story-reading hour for whatever group the teachers arranged to have come. Usually there were about five or six children in the group. In another home a father arranged to give a work-bench hour, as the children called it, usually about every two weeks, depending on when he could plan some free time. This home activity, it was explained, was something that had grown gradually since the opening of the Center and varied from time to time. Often it had come to be something regular as in the instances cited but often it was a one or two-time matter.

It was when the two younger D---- children had been enrolled in the Center about two months that the Center Planning Group arranged for an evening all-parent meeting for general discussion of the activities of the Center.

Arrangements were made so that High School students would do the necessary baby-sitting in the various homes. This was easily possible since high school students were often in the Center both for observation and participation and the children knew them. Further, the observation and participation included discussions both in their high school class and with the Center teachers on the general characteristics and guidance of the children with attention to baby-sitting responsibilities as well as responsibilities when they were participating in the groups at the Center.

It was after this general all-parent meeting that Mr. and Mrs. D---- joined the parents enrolled as actively involved in the Center activities. At that meeting the General Planning Group had arranged for each Parent-Involvement Group to give a brief report of its work in order that everyone might know the full range of parent involvement as well as any immediate needs.

One of the immediate needs mentioned was for fathers who could and would be willing to give some time in the different developmental groups of children. Both the chairman of the Center Planning Group and the Director spoke of the importance felt in having both men and women working with the children. Mr. D---- joined the group of fathers interested in giving such time. It was left to the Parent-Involvement Group planning this participation to work out convenient schedules with them.

Different Parent-Involvement groups took a few minutes, each, to bring up questions that seemed to call for general discussion or to give general information on the work of that particular group. The group concerned with exchange of home and school observations of the children's learning had asked for time for discussion of ways for getting a free flow of details noted that would be useful to both parents and teachers.

By request a part of the meeting was given to discussing the activities with the infants and those under two since the details of an educational program for these little ones was something many of the parents had not had the opportunity to look into before.

Even before the Center had opened, during the year of pre-opening preparation, a parent-involvement group had formed and concerned themselves with studying this matter. It was this group that led the discussion at the meeting.

They referred to materials which had been gathered and made available in the Resource Area at the Center. They mentioned that at the request of several parents with infants plans had been made for forming a study group where there would be opportunity for all who wished to go more deeply into a study of the current research in this field. The general plan for this study group was for a two hour session weekly for six weeks, though this would be subject to the wishes of those who wanted to enroll for it.

Mr. and Mrs. D---- found that this all-parent meeting was typical of those held periodically as a sort of clearing house for information and suggestions. Usually there would be general discussions of some particular phase of the children's learnings, as in the instance of the infant learnings at this first meeting that the D----'s attended. They were told that whatever the subject might be, parents would speak both from the angle of what they had observed at home and of what they had noted in their observations at the Center. The teachers would give the overall picture as they saw it as the children went about their daily activities together. Then there would be general discussion.

At the time of enrolling Sally Jean when the Director invited Mr. and Mrs. D---- to come to visit any time they wished, she explained that the teacher would always sit down with them following their visit to talk over details that interested them.

This made it possible, from the beginning, for them to be intimately aware of even little details of the child's learnings. With the same kind of discussions taking place when Danny and Betty were enrolled, it provided a picture of continuous learning from infancy on through each year.

When Danny had been at the Center about three months, (he was about 3-9 then) Mrs. D---- mentioned to the teacher that he had been picking up books at home and "reading" and she and Mr. D---- wondered if it could be possible that he might be what they called an early reader, and what they should do about it. They talked over together the Center's philosophy of letting each child go ahead at his own rate, so if Danny did turn out to be an early reader, fine. They talked about how the fact that he was surrounded with reading at home, as well as at the Center, and had opportunity to drop in on reading groups at the Center, made it natural for him to *think of himself* as reading, too. So it was agreed that Mr. and Mrs. D---- and the teachers would watch developments and while they would not push him, neither would they do anything to hold him back.

The same sort of thing was happening with Sally Jean in her writing, spelling and mathematics. More and more she had moved into the groups of older children. Both the teachers and Mr. and Mrs. D---- noticed the ease and accuracy with which she used new words, the growing clarity of her concepts of time, space, distance, quantity, and the facility with which she formed conclusions from facts at hand and generalized from one situation to another.

Mr. and Mrs. D---- in their observations and active work with the children in the Center groups had seen the teachers working with the children to help along just such learnings. The means of doing it were often discussed in their talks together. Many times Mr. and Mrs. D---- provided experiences at home that tied in with some detail that the teachers were giving special attention at the Center. Just as often the teachers utilized some happenings that the parents told about to help along some specific school learning.

Sally Jean's rapid progress at the Center and the increasing time spent with the older children has raised the question of what will happen when those children move on to the next unit of the public school system. Will Sally Jean move with them? Will she be expected to stay longer at the Center since she will not then be seven?

Mr. and Mrs. D---- have raised these questions, both with the teachers and the Director. The answer pointed out to them is that the basic philosophy of the public school of a Continuous Growth Program means that what seems to be best for the child can be done. So teachers and parents are waiting developments.

Following is a general description of the plan which is proposed for providing for the operation of the program as it functioned with the D---- family above described. The more specific details of the plan will be worked out during the period of pre-opening preparation as parents and professional staff work together getting all in readiness for the Center's opening. (see page 16)
The Center Planning Group. It is proposed that each Center shall have a continuing planning group made up of seven parents and seven professional staff members with the Center Director an additional member. Membership in this group, it is suggested, shall be on a rotating basis with two parents and two staff members to be replaced each six months. Members should be so selected that different developmental groupings of children are represented with both fathers and mothers included though not from the same family.

The selection of the first Center Planning Group probably would be made by the Program Director, the Center Director, a parent representative and a professional staff representative.

The Center Planning Group would be responsible for considering general plans for Center activities, for bringing in suggestions of services needed, for planning formation of parent-involvement groups as interest indicates. Thus it will serve as a clearing house for suggestions and as an advisory group in defining needs, in suggesting ways to meet them, and in recommending policies.
Parent-involvement groups will be formed as interest and need indicate with membership on a voluntary basis. A group may be formed on either parent or professional staff initiative, cleared through the Center Planning Group. Any parent-involvement group will continue for whatever time is needed to accomplish the purpose for which it is formed.
Center time-schedule. It is proposed that the Centers will be open twelve months a year and during the day and evening six days a week with hours depending upon the various activities of the children and parents and the recommendations of the Center Planning Group.
Enrollment. Since this is a public school it is expected that children of regular school age will be regularly enrolled for the usual expected school attendance. Infant and younger children will be enrolled for regular attendance also, but for such days and hours as parents and professional staff in talking the matter over together deem advisable. This regular enrollment of children is necessary for the orderly functioning of the Center.

Parents who are willing to be actively involved in participating in the Center activities will also be enrolled. The time and nature of their involvement will be a matter of mutual planning by them and the professional staff.

Details for making provisions for children of working mothers will be worked out in light of needs that present themselves. Through mutuality in planning it is hoped that arrangements can be made so that the working time of the mothers who wish to have their children at the Center will still allow for their involvement in Center activities and that the time the children are there will coincide with that of the other children.

Grouping of the children will be on a continuous progress basis, the determining factors being the individual child's developmental characteristics, needs, and stage of learning. It is to be expected that the groupings will fall into three units, i.e., Unit I, those under three years; Unit II, those three, four and five; and Unit III, those six and seven. There will be free natural movement from one to the other and overlappings can be expected.

Infants and young children (Unit I.) It is expected that unless there is some pre-arrangement to the contrary a parent of an infant or child under three will be at the Center during the time the child is there, either observing, consulting with some staff member, helping in one or another of the groups, or in some other way being involved in the Center activities. It is recognized that parents who may not have an infant or young child enrolled and who may not themselves be actively involved in the Center activities may still wish to come for an observation, consultation, etc., and may need to bring the child with them. By pre-arrangement the child may be left under the educational guidance[2] of the appropriate teacher.

Mutual planning of parents and professional staff may determine that facilities for Unit I be available from 9:00 to 11:30 on MWF and from 1:00 to 3:30 on TTH, leaving the afternoon hours in the one instance and the morning hours in the other free for teachers to work with parents. This may be for talking together at the Center or with the parent or parents at their homes when this is their wish. It is to be expected that parents may often find it more convenient to have a teacher come to the home and scheduled time is so arranged that this is easily possible.

Children three, four, five (Unit II) will attend on an individually arranged basis. Thus one child may attend three days a week, another four, but whatever the arrangement it should be regular.

Facilities for the three and four year-old children may be on MTWTh from 9:00 to 11:30 (or 12:00) as decided. The five-year-olds will attend on a five day basis from 9:00 to 12:30 or in an afternoon session.

Children six and seven (Unit III) will be moving definitely into more organized sequentially planned school learnings in accordance with the expectations of Arizona for the first and second grades of the public schools. There will be the customary five day week for these children with sessions from 9:00 to 2:30 or other stipulated programs.

Vacations may be arranged through mutual planning as suited to the best interests of children and parents. However, the vacation periods customary for the schools of the State will be observed in general with individual variations as indicated. Care will be taken that arrangements for children considered by state law as of school age will provide the number of school days required by law.

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[2] Educational guidance indicates that this is not a baby sitting service.

Reporting from Center to homes and from homes to Center is seen as essential to that understanding of the children which makes it possible to plan the program to fit individual needs. Arrangements shall be made therefore for unhurried times for parents in each family and staff members to talk together. A plan for such written reports as are desired will be worked out by an involvement group formed for that purpose.

Records will be kept of each child's progress and of the varied activities of the Center. In keeping these, consideration will be given to various means of recording, e.g., tape, movie, slides, etc. Complete records are seen as necessary for continuous evaluation and as the basis for program planning.

Services such as those needed for health care and counseling will be arranged either through provision by the Center or by coordinating arrangements with the appropriate community agency. Such food service as is needed will be provided through the school district lunch service program. Any service provided for the children or parents will be in accord with the latest scientific research findings and practices in the given field.

It is recognized that other individuals and groups than children and parents will wish to participate in the activities of the Center. Through mutual planning provisions will be made as seems advisable for observations of the children's activities by students from the upper levels of the school; for observation and possible participation by college students majoring in fields related to children, parents, family living; for research workers from various disciplines; for visitors interested in the concept of the community school, in the innovative features of the Center's activities, in the facilities provided or in various special aspects of the program. Any research provisions made shall be within the framework of the Center's regular activities rather than being specifically set up for some purpose necessitating modification of those activities.

STAFFING

The general plan for staffing is shown below:

Program Director

Having general overall responsibility for the
Parent-Child Educational Centers
(From A.S.U. Faculty and responsible
to the University in the demonstration phase only)

Center Director
(for each Center)

Unit Leader I			Unit Leader II			Unit Leader III	
Infants	Ones	Twos	Threes	Fours	Fives	Sixes	Sevens
25	25	30	35	40	45	50	50
Total 80			Total 120			Total 100*	

Teachers working with overlapping developmental groups and with parents and parent involvement groups

Unit Leader I	Unit Leader II	Unit Leader III
Estimated 75 families participating. Estimated a teacher gives average of 3 hours per week per family = 225 teaching hours divided by 40 hour week = 5 + or 6 teachers	Estimated 90 families participating. Estimated a teacher gives average of 5 hours per week per family = 450 teaching hours divided by 40 hour week = 11 + teachers	Estimated 80 families. Estimated teacher gives average 6 hours per week per family = 480 teaching hours divided by 40 hour week = 12 teachers
3 Teachers 3 Assistants	6 Teachers 6 Assistants	6 Teachers 6 Assistants
+ Teacher Aides + Parents	+ Teacher Aides + Parents	+ Teacher Aides + Parents

Total for three units 15 Teachers
15 Assistants

With other professional staff providing
Service to Visitors
Health Care
Food Service
Counseling Service
Research and Evaluation
Leadership

*The number of children here indicated should be understood to be hypothetical and is used as a base figure for purposes of indicating the plan for determining staff.

As indicated by the Chart:

A Program Director will have general overall responsibility for all Parent-Child Educational Centers. It is assumed this will be a person from the ASU faculty and responsible to the University in the demonstration phase only.
A Center Director for each Center shall be a person concerned with the overall functioning of the Center. This should be a person in sympathy with the purposes of the program; one who relates easily to both adults and children; one who is easily adjustable in meeting changing conditions, facile and imaginative in providing for them; and adept in working with public school officials and with community groups. This person should be knowledgeable in child development and early childhood education, experienced in working with children of different ages and with teachers in planning for program functioning, and skilled in handling program details.
Unit Leaders, one for each of the units, should in each instance be a person experienced in working with children and parents; in full sympathy with the purposes of the Center; interested in and willing to work with overlapping units as indicated in the continuous growth set-up of the Center; knowledgeable in child development and early childhood education; willing to work in a coordinating relationship with all staff members.
Teachers shall be properly certified for teaching in the public schools of Arizona. They should be persons thoroughly understanding of children's developmental characteristics; warm in feelings for them; cognizant of what it is useful for children to know, to feel, to do; knowledgeable in the various areas of school learnings; skilled in guiding learning; willing to work in mutual involvement with parents.

It should be noted that in the Chart the estimated number of teachers and assistants needed is based on the assumption that time will be divided half and half with children and with parents. The estimate, therefore, is in terms of the number of families involved rather than on the usual basis of only the number of children.

Parents who are actively involved in work with the children are in the groups not only to give help but to increase their parenting skills. Thus while they are of assistance with the children they can also expect interpretative discussions with the teachers.
Assistants are considered a part of the professional staff. They may or may not be certified in the state of Arizona but should have a minimum of two years of college with basic preparation in child development and/or early childhood education.

The importance of having both men and women working with the children of all ages is recognized. It is the intention that men will be included on the teaching staff and it is hoped that fathers will be available to participate in the developmental groups, as their time permits.
Aides may be employed as need indicates. They may be non-professionals in the sense of not having completed professional preparation as in the case of teachers or partial preparation as is the case of assistants. They should have a minimum of high school education and have had some experience with children of the ages of those in the Center.
Other Staff needed to provide health, psychological, psychiatric, counseling and food as well as service to visitors, etc., will be arranged for as the program develops during the pre-opening period.

An Evaluation Leader will be needed to take responsibility for continuous appraisal and reappraisal. This leadership is essential in an innovative program since there must always be the devising of ways for evaluating procedures and the effects resulting from them.
A Research Director is a paramount necessity since the Parent-Child Center is essentially a research program because of its innovative nature. (See pg 5). The Research Director and the Evaluation Leader may or may not be the same person. If there is a different person for each position the two will naturally work closely together.

In Service Training and Pre-Opening Preparation

The period of one year while facilities (see figures 2 and 3) are being built will be a time of in-service training and pre-opening preparations. Professional staff should be regularly employed. The plan for mutuality of planning will immediately begin to function.

This will be a period during which professional staff will have the opportunity to become familiar with each other's points of view and to come to a common understanding of the rationale of the Parent-Child Centers.

This will be the period, also, in which parents and professional staff, through their mutuality of planning and involvement will be working out the details of working together as well as handling the great variety of details incident to preparations for Center opening.

To facilitate the immediate functioning of this mutual involvement the Center Planning Group will be formed at once. Through the active work of this group it is natural and to be expected that parent-involvement groups will be formed from time to time for working on varied details of Center opening preparations.

There will be regularly planned seminars and workshops in which all professional staff and such parents as wish to will be included.

Here there will be examination together of findings of current research pertinent to children's learning, pooling of knowledge concerning experiments being carried on elsewhere with details suggestive for the operation of the Parent-Child Centers. There will be exploration of suitable equipment, furnishing, materials, and their selection and assembling.

There will be workshops concerned with examining, selecting, assembling, and eventually arranging materials for a Parents' Resource Center and for the Center's central work area. This will involve examination and selection of a great variety of teaching aids.

There will be plans worked out together for acquaintanceship with the children who will be coming to the Center when it opens. It will be a year of interest in children's developmental well-being and in parenting skills even though the Center location will still be in the process of building. Center activities will be developing and functioning throughout the neighborhood as parents in one home or another open the door for them. This, in itself, is a highly innovative feature of the plan--a feature by which parents,

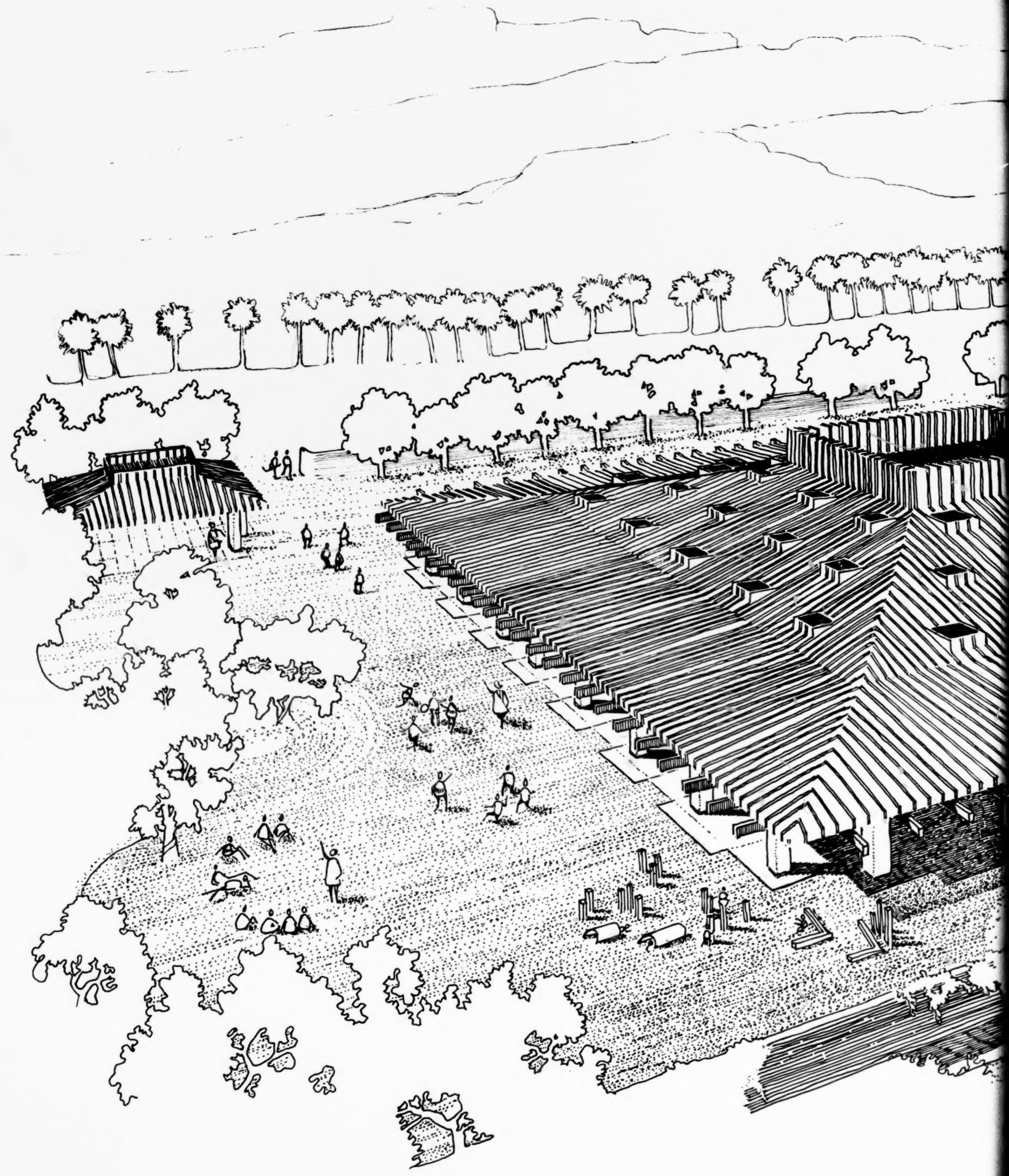
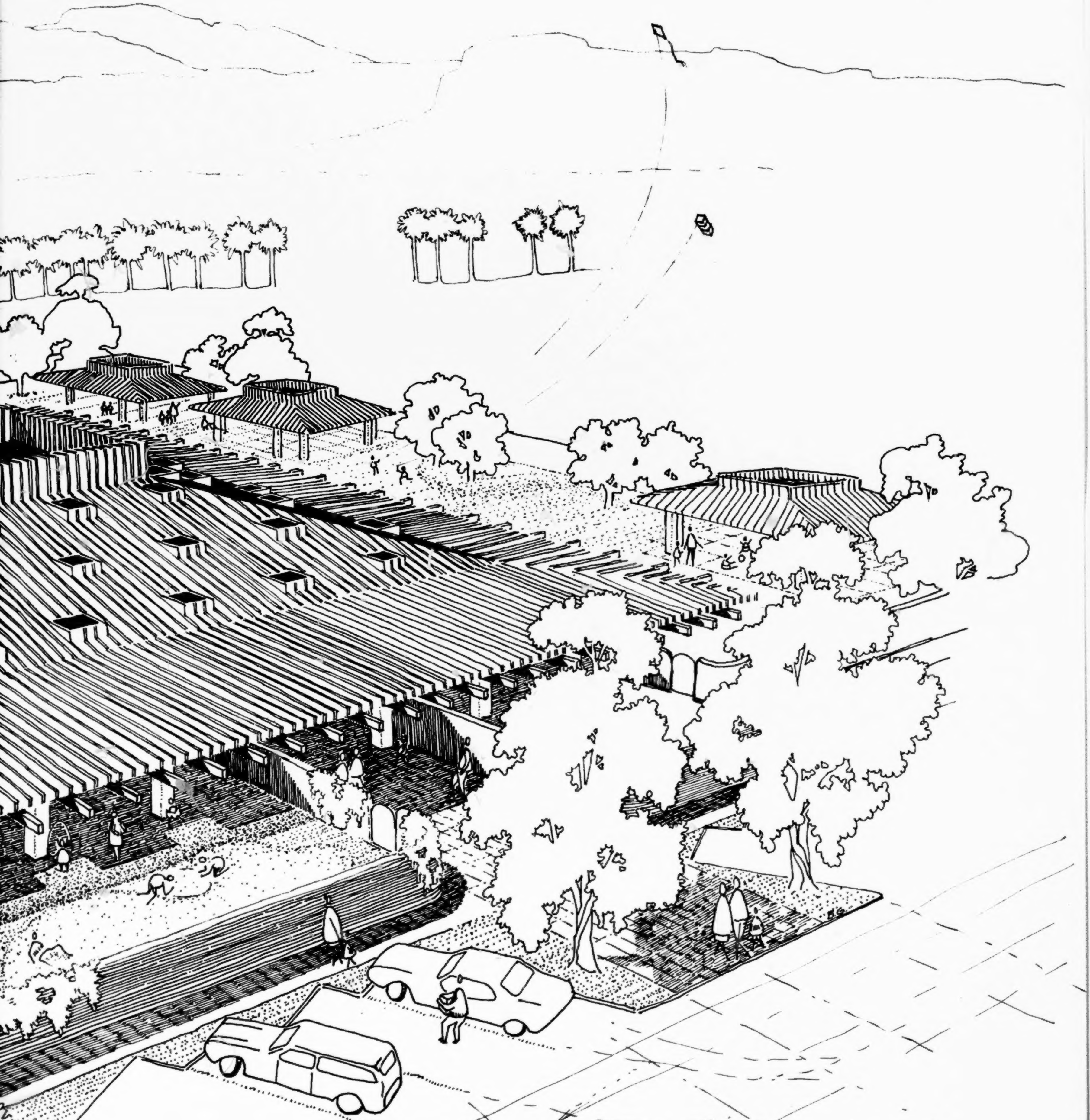
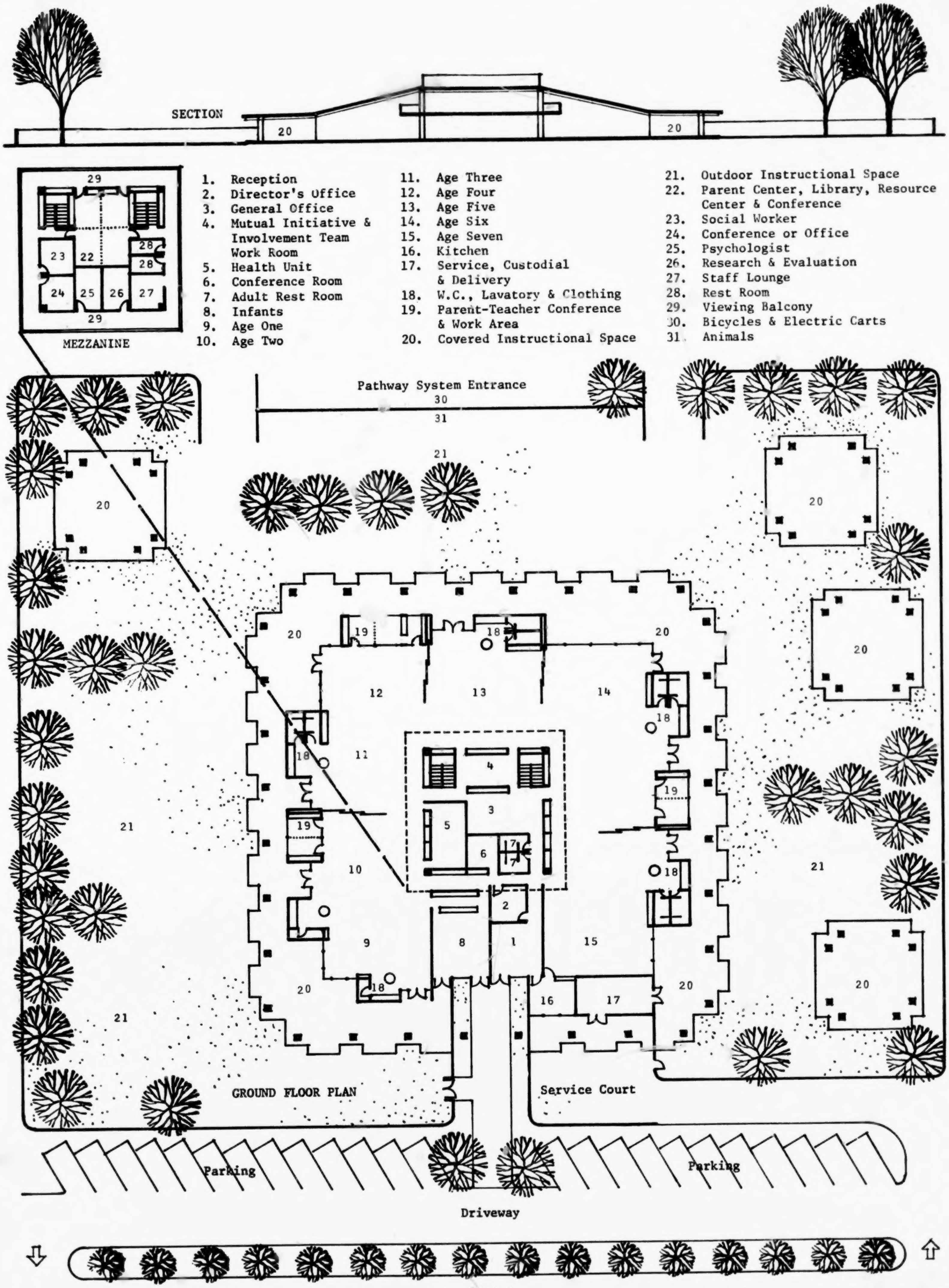


FIGURE 2. PROPOSED NEIGHBORHOOD FACILITY FOR P



PARENT-CHILD EDUCATIONAL CENTER


SECTION
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20
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27
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MEZZANINE
Pathway System Entrance
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20
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10
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1
15
16
17
21
21
GROUND FLOOR PLAN
Service Court
Parking
Parking
Driveway
Street

1. Reception
2. Director's Office
3. General Office
4. Mutual Initiative & Involvement Team Work Room
5. Health Unit
6. Conference Room
7. Adult Rest Room
8. Infants
9. Age One
10. Age Two
11. Age Three
12. Age Four
13. Age Five
14. Age Six
15. Age Seven
16. Kitchen
17. Service, Custodial & Delivery
18. W.C., Lavatory & Clothing
19. Parent-Teacher Conference & Work Area
20. Covered Instructional Space
21. Outdoor Instructional Space
22. Parent Center, Library, Resource Center & Conference
23. Social Worker
24. Conference or Office
25. Psychologist
26. Research & Evaluation
27. Staff Lounge
28. Rest Room
29. Viewing Balcony
30. Bicycles & Electric Carts
31. Animals

SCALE 1/32"=1'	FLOOR PLAN OF PROPOSED FACILITY TO HOUSE P.C.E.C. PROGRAM	June 1968	DOYLE FLYNN ASSOCIATES, ARCHITECTS, AIA PHOENIX ARIZONA	FIG. 3.

children, staff, are involved together in a program whose localized place of operation is at the same time taking form.

This year of working together in pre-opening preparations will give the opportunity for general acquaintanceship throughout the community with the possibilities of the Center's services; for gathering suggestions from the community for those services. There will be arrangements, presumably under the leadership of the Center Planning Group for counsel with community leaders, industrial leaders, labor leaders, spiritual leaders, club leaders, leaders of youth groups, leaders in various professions, and for group meetings with them and with others representing these and any other interests.

Thus the year of pre-opening preparation and in-service training becomes a time for the pooling of knowledge and skills in various areas which different staff members and parents represent; a time for coming to a common basis of understanding; a time for becoming accustomed to working together, so that by the time the facilities are completed the mutuality of involvement will be a way of carrying forward the work of the Center with which both professional staff and parents feel at ease. Further, through that mutuality of involvement the many details for program functioning will have been worked out with all in readiness for an orderly opening.

Research Possibilities for the Parent-Child Educational Centers

The fact that the program of the Parent-Child Educational Center is highly innovative suggests the need for continuous evaluation and appraisal of all work carried on by parents, children, and teachers, as well as community reaction to that program. Such evaluation and appraisal will be under the direction of the research and evaluation leader, who will give leadership regarding the way researches are designed and implemented. It is to be understood that in carrying out these studies there will be no exploitation of children or any other persons involved. Nor will the full, rich program for parents, children and teachers be modified in order to meet the convenience of research.

The following represents suggestions as to areas in which research might logically fall. Naturally, these questions will be rephrased into hypotheses for research purposes as experience and need dictate. No doubt additional questions will arise as work proceeds.

Categories of Research Relating to Parents

1. What are the attitudinal changes in parents regarding their role in rearing children after 2, 3, 4 and 5 years contact with the center?

2. To what degree is mental health improved as a result of parents becoming secure in knowledge of accepted good child rearing practices?

3. How effective is the use of tapes in follow-up interviews with parents?

4. Are parenting skills enhanced through involvement in a PCEC? To what degree?

5. How does parental involvement in the PCEC affect relationships with other children in the home?

6. What are the specific teaching strategies which parents use in the home? Do these change as a result of experience in the PCEC?

7. What is the correlation between parental evaluations of children and children's self-evaluations?

8. With what parenting skills does today's middle-class parent assume the role of parent? What is the parent's attitude toward parenthood? What are their parenting practices?

9. What specific child-rearing patterns affect achievement motivation in children?

10. Does the parent attitude toward education change after involvement in a parent-child center?

11. What is the effect of the parent involvement upon his own child's behavior in the classroom?

12. What is the effect of parent non-involvement upon his own child's behavior in the classroom?

13. Does the child whose parents are involved in the school talk more about his school activity at home?

14. What is the relationship between the child's perception of parental acceptance and the child's educational success?

15. What is the diffusion of parental involvement into middle school?

Categories of Research Relating to Children's Learning and Growth

1. What is the effectiveness of selected toys on infants learning, and on children from 2 to 5 years as related to areas of development?

2. What is the role of play in learning of young children?

3. What is the effectiveness of the various learning techniques used in the center? With infants? With children? With parents?

4. Does the continuous progress school organization enhance the development of creative thinking abilities of young children? The learning of young children? To what degree?

5. In a center where exploration is encouraged, what is the exploratory-manipulative behavior of children?

6. What is the relationship of visual perception in young children to aspects of development and learning?

7. What is the relationship between the child's self-concept and his academic social functioning?

8. What are the patterns of interpersonal relationships among children from one to six years of age?

9. What are the effects of group size on divergent thinking? On learning?

10. What is the relationship between self-initiated learning and achievement in young children?

11. What are the effects of the longer school day? School year? On academic achievement of children? On staff? On family planning for school learning of their children?

12. Does the use of various technological devices enhance learning of children? To what degree?

13. Evaluate the effectiveness of the various crib techniques in learning.

14. Evaluate the use of games as learning devices.

15. What is the effect of the early experience in the PCEC on cognitive development of children? On their scholastic achievement?

16. What affect has the PCEC experiences had upon the perceptual recognition, conceptual strategies, multiple ordering, and relational concepts development of children?

Categories of Research Relating to Professional Staff Practices

1. What are the effects on members of the professional staff of close parent involvement?

2. What attitudinal changes take place among teachers, social workers, psychologists and others after 1, 2, 3 years working in a Parent-Child Educational Center?

3. Experimentations on various methodologies in teaching the various age groups.

4. To measure attitudinal change of the professional staff relating to the continuous growth plan.

5. How quickly can teachers and social workers adjust to the proposed training programs?

Categories of Research Relating to Staff Relations--Records

1. Can an effective coding system be devised for storing information on tapes?

2. How useful are video-tapes in recording individual behavior, group behavior, and teacher behavior as a way of measuring growth?

3. What is the most effective form of record keeping?

Categories of Research Relating to Staff Relations--Relations

1. How effective is the use of students-in-training in the operation of the PCEC?

2. What is the professional growth of interns (undergraduates) trained through experience in the PCEC as contrasted to the usual student-teaching experience?

3. Is the allotment of teachers per families ratio more effective than allotment of teacher to numbers of children?

4. What is the effectiveness of the preservice training program for directors and teachers?

5. In the classroom, what are the teacher-child interactions? Teacher-aide interactions? Teacher-parent? Child-teacher? Child-aide? Child-parent?

6. What is the influence of male participation with young children?

7. What is the effectiveness of staff in-service training?

8. What are the attitudinal teacher-child relationships? Teacher-Parent? Teacher-Aide, Staff relationships? What affect has the PCEC had on these relationships?

Categories of Research Relating to Other Possible Areas of Research

1. What is the community reaction to the PCEC at its initiation? After 1, 2, or 3 years of operation?

2. What are the changes in community attitude toward school as a result of parent involvement in the school?

3. What are the desired facilities to carry out the PCEC program? With parents? With children? With staff?

These Parent-Child Educational Centers can become veritable treasure houses of new insights and information as parents, professional educators, children and the community work together to improve parenting skills and provide for the developmental well-being of their children. The art of knowing and practicing should enhance the mental health of all those who participate as greater self-understandings, child-understandings and learnings unfold.

APPENDIX A

AN ACCOUNT OF THE PLANNING

WHAT IS "GOOD" FOR PARENTS

WHAT IS "GOOD" FOR CHILDREN

SECTION ONE

The Parent-Child Education Center is being planned as the beginning unit of the Terra Vista School, Litchfield Park Public Schools.

It is realized that many persons, including parents moving into the Terra Vista neighborhood and others in Litchfield Park, may wish to know the thinking that is going into the planning as it progresses. Therefore an account is offered here of the planning to date. This is the first section of an account which will include other sections from time to time.

As indicated by the name PARENT-CHILD EDUCATION CENTER it is proposed to serve both parents and children. Here in a new community and in a new school is seen the opportunity to experiment with, discover, and demonstrate the contribution of education to the establishment and maintenance of mental health by working with both parents and children.

The word PARENT comes first in the name of the Center because of the recognition that parents and home are first in their influence on a child and that hopefully it is at home that mental health is established.

The words PARENT and CHILD are hyphenated in the title of the Center to indicate recognition of the inextricable interweaving of the day-to-day experiences of parents and children. From the outset this has been recognized as a basic factor in planning. The policy was early established to plan with the thought of including both parents and children in a way to serve the needs of both.

Wherever the word PARENT is used it should be understood to mean both fathers and mothers.

The question immediately arose as to the age when the work with children should begin. In the overall planning of the School it had been early decided that the Early Childhood Unit should include the children through their seventh year. Seven was taken as a convenient point in development where planning could move on from the needs of younger children to those of middle childhood though continuing to think of the school experience as a continuum of learning.

Since the decision had been made to plan for a Parent-Child Center, attention turned to the possible desirability of extending the admission age downward in recognition of the fact that parents are concerned about the rearing of their children long before the usual school admission age.

Furthermore there is ample evidence to indicate that patterns of living are well set in the earliest years of childhood and that by the time a child comes into school at the usual five or six-year age those patterns are distinctly in evidence, speech patterns, behavior patterns, activity patterns, feeling patterns, thinking patterns, relationship patterns.

Since parent concern with child rearing and child learning begins in the child's infancy this seemed the logical and useful point for the school to begin its concern and the point at which it might well begin exploring and discovering what contribution it could make to the establishment and maintenance of useful patterns recognized as indicating mental health.

Accordingly it was decided to propose that the Parent-Child Education Center should look upon infancy through seven years as its concern and should plan to serve the needs of parents and their children from the time of the infant's arrival (or before) through the child's seventh year.

Recognizing that living and learning is a continuum, it is the intent to think of it so; both as a continuum from day to day, from experience to experience, and from home to school, both for children and for parents. This points to the avoidance of lines of demarcation such as the usual points of school promotions, and perhaps even to the usual termination of the school year.

Further, since this proposed Parent-Child Center is an innovative step it seemed desirable that the planning should be unencumbered with traditional procedures or with stereotyped terminology. It was decided, therefore, not to use the terms nursery school, kindergarten, pre-school, but to take the entire period from infancy through seven as a continuing whole.

The Parent-Child Center may or may not be geographically located at the public school, but whether it is or not, it will be an integral part of it. In the planning, however, each home is thought of as a part of the center and the parents in each home as center workers so far as their active involvement in all that goes on.

There will be, it is proposed, resources at the center for parents to draw upon as they go about working out the details of infant care or toddler and little child learnings. This is in recognition of the fact that they are constantly confronted with myriad details of parenting, some of them new and puzzling, some anxiety provoking, many on which they would welcome help.

Parents themselves are recognized as resources and one of the functions of the center will be to serve as the place where parenting can be discussed and ideas exchanged, not only with the center workers who have dug deeply into one specialized field or another, but with other parents who may have met and mastered some detail which is of concern to another. This suggests a give-and-take relationship between parents from the various homes and the center workers and this is seen as an essential part of the program.

As parents come and go from the Center, they will naturally have their infants and toddlers with them. Thus the children will feel at home there and the "start" to school will have no defined point for either the children or the parents, but will be a part of the whole continuum of learning.

The usual school learnings of the children, it is planned, will be definitely provided for though not on the traditional grade-age level and assigned-room plan. Rather, the set-up will be such that they can move about freely with groups forming in a flexible way with one teacher or another, thus allowing for as rapid advancement as some may be ready for and providing as much individual help as others may need.

With the children coming to the center from infancy on it is to be expected that they will ease into the experience of school learning in a natural way, perhaps and probably, at a much earlier age than the customary fixed school entrance age.

The involvement of the parents in being a part of the Center activities suggests that they too will ease into the school situations as naturally as the children and will be more of an integral part of the children's school learning experiences than is traditionally the case.

The design of the Center, it is planned, will be such as will lend itself to the free forming and movement of groups with no fixed pattern therefore, and take into account the probable activities of both parents and children. Equipment likewise will be so planned and selected or constructed.

Obviously, before Center design can be decided upon, it is necessary to do such program planning as will furnish the guide lines for designing a building where it can be carried on.

As indicated in all that has been said, it is proposed that the activities of the Center and the organization of those activities shall be both fluid and flexible, fitted to the needs of the parents and children concerned. Obviously, however, to forego pre-program planning would lead into haphazard procedure with little satisfaction for anyone concerned. Indeed, it is recognized that the more fluid and flexible the activities are to be, the more carefully the planning must be done. This calls for pre-planning of a different kind than when the intent is to carry on a formal stylized program.

Since the intent is to serve the needs of the everyday living of parents and children, that living is seen as the natural starting point from which to approach planning.

Consequently two questions were raised as such a starting point, i.e.

What is good (advantageous, beneficial, desirable, helpful, useful) for parents as they go about their daily parenting?

What is good (advantageous, beneficial, desirable, helpful, useful) for children as they go about their daily growing and learning?

First Step (see Exhibit A)

Under each question, an informal listing of items was made, as suggested by observation, experience, and research findings.

These items were intentionally kept in the simple terminology of everyday living, such as, "To know how to wean a baby," or "To know how to toilet train a child," in the parent list, and "To learn to be obedient," and "To have varied play materials" in the children's list.

These details of living as itemized in the listings were looked upon as basically fundamental to the program planning since they represent living as it is done by parents and children. The thought is to take that living and to see where and how an educational program can touch it beneficially and what kind of practical activities can be evolved that will provide the needed learning experiences for both parents and children.

The fact that the items in this original listing are in simple, everyday living terms, should in no way becloud the further fact that there is ample scientific research pointing to them as the ways of knowing, feeling, doing (living) that bespeak mental health expressed in strong family living, effective and skillful parenting, and successful child learning. Indeed, as mentioned earlier the detailed items have come out of such research together with observation and experience. (Note: In a later listing, the pertinent research here referred to, will be listed with the items both in the parent and the children's listings.)

In the first listing no effort was made to organize the items, but only to get them stated with the intent to include as many as possible typical of daily living.

As would be expected, the items ran to a considerable number, thus necessitating some form of organization that would be usable in further planning, but that would lose none of the fluidity of living and would keep at the fore the vital activity of that living.

Second Step (see Exhibit B)

As the original lists that had to do with parenting were studied to find similarities among items that would suggest groupings, there were those which naturally fell together. For example, those having to do with factual knowledge about details of child care, with information on skillful doing, and with understanding of whys and wherefors.

There were others that related to the feeling aspects of the various details of living and the overall feelings about family living itself, about oneself, and about one's children and their care.

Still others had to do with the actual doing, the performance of various details, the putting into action of one's knowledge or information, and one's understanding of the child's need that there be such action.

It was recognized that it was natural that the details of living should fall in groups of knowing, feeling, doing, since this is the way living is.

Similarly the items in the children's lists fall into the same general groups with an additional one TO HAVE, since provisions of necessity must be made for their knowing, feeling and doing.

The groupings that came about then were:

1. What is good (advantageous, beneficial, desirable, helpful, useful) for parents?

   to know   to feel   to do

2. What is good (advantageous, beneficial, desirable, helpful, useful) for children?

   to know   to feel   to do   to have

(This was the organization as of the meeting on July 3, 1967.)

Third Step (see Exhibit C)

It was recognized that there would have to be further organization before a working blueprint for action would evolve, or before a curriculum guide if one wished to call it that, could be set up. However, the lists of details of living as described above was seen as a workable step toward this end with the advantage of keeping all details in active terminology.

The next step was the grouping of similar items in each of the divisions, knowing, feeling, doing, in both the parents' list and the children's list. (This grouping is shown in Exhibit C). No attempt was made at this point to name the categories but only to group similar items. However, with each grouping, there is added an explanatory paragraph showing the general point of similarity which prompted the grouping.

There is no claim that these lists as originally made are complete, but rather that they serve to indicate the areas of living with which parents and children cope daily. They serve as a working beginning from which to proceed. As such, they furnish a basis for bringing parents into the planning which from the beginning it has been the intent to do.

As a preliminary to this and as a means of trying out the list of items for practicality and completeness, it was decided that each of three persons on the committee working on planning would interview one parent, someone knowing nothing about the planning going on, to get an unbiased reaction to the items of the list. The results of this will be included in the next section of this account.

Next Steps

At this point in the planning (July 18, 1967) it is possible to envisage only probable next steps since it is only as each is taken that the next becomes clearly seen.

Without doubt, as parents are asked to participate in the planning, additions and modifications will be made in the items included in the listings.

Whatever listings finally emerge, it seems reasonable to assume that they will suggest the working content that will be the basis for working with the parents and children. This is another way of saying that the everyday living and the everyday needs will be the starting point for program content. This means that it will be continually growing, that it will always be fluid. It is recognized that there will need to be further organization, but in such organization, it is the intent to keep the simplicity of statement that pictures everyday living as it is.

It is recognized that to date we have been delving into the WHAT of the work with the parents and the children. We have been defining specifically what it is that is useful for them. This gives direction for further planning. It sets sights on what it is one wants to do.

The next question then is HOW to do it. This overall question will bring a multitude of detailed questions concerning ways of working in a give-and-take relationship with parents; ways of helping the parents to help themselves; ways of utilizing parent resources; ways of carrying on a program for children that will provide specific learnings while fluid and flexible; the kind of organization and administration to make the proposed center operable; and the facilities that will likewise contribute to making the plan for the center operable.

As a first step in approaching the HOW of planning, it is natural to begin with the teacher(s), still keeping thought on the people involved, the parents, the children, and the center workers. Following the same approach as with the parents and children, a listing has been begun of WHAT IS GOOD (ADVANTAGEOUS, BENEFICIAL, DESIRABLE, HELPFUL, USEFUL) FOR THE TEACHER? It is the intent that this shall be done with the same simplicity of details as with the parents' and children's listings.

There will follow then, a listing of questions relating to HOW to go about accomplishing the purpose of the Center. As the answers are come by, assembled and organized, the Program will be in the making.

These questions of HOW will presumably be the basis for turning to experts in various areas for counsel and advice.

This Section One of the account of planning for the Parent-Child Center of the Terra Vista School, Litchfield Park, Arizona, covers the period to July 18, 1967.

Reviewed and discussed by the Committee July 18, 1967.

EXHIBIT A

This is referred to on page 4 of the first section of the Account of Planning.

This list was made as a means of arriving at a picture of living as it is lived by parents and children. It was left entirely unstructured in order to lose none of the homeliness of the detail.

Discussed by the Committee June 20, 1967.

WHAT IS GOOD (ADVANTAGEOUS, BENEFICIAL, DESIRABLE, HELPFUL, USEFUL) FOR PARENTS?

"Parents" is taken to mean both father and mother.

The effort here has been to set down the "what" with no attention to the "how."

Purposely the material has not been put into organized form.

To know details of the physical care of children, e.g.
- suitable food at different ages
- amounts of food suitable, cooking, serving
- bathing of infants
- how to diaper---best types of diapers and fastenings
- proper fit for shoes
- care of hair, ears, eyes
- provisions for restful sleep
- amount of sleep needed
- what to do about naps at different ages
- provisions for infant feeding
- when to introduce solid foods

To feel an active interest in each child
To care how child grows, develops, learns
How to toilet train
- when to toilet train
- what to do if lapses occur

To understand details that provide for healthful living
To know what to do about thumbsucking when and if it begins... if it continues
To know how to help child to learn to eat willingly and independently
To understand what factors are basic to serenity in children
To have time to enjoy child
To understand how child learns
To know what signs of learning are
Being aware of what one wants child to learn
Understanding child's need for play materials
To think of suitable name for the baby
Deciding on baby's schedule and the family's
How to wean the baby
How to get baby to using a cup
What to expect of a newborn
To recognize each child's food needs and provide therefore
Having understanding of how to select play materials
Knowing how to select:
- bedding
- clothes
- shoes
- books
- records

Understanding how children grow and develop
To manage household with understanding of details of child care
To recognize probable reason for child's different behavior at different times
To recognize what each parent, father, mother, gives to a child
To know how to satisfy child's wonderment about birth, death, sex
To recognize details essential to child's protection from danger in situation in which he lives
To be skilled in first aid
To recognize that there are individual differences among children and to identify them
To recognize child's play needs and provide for them
To be willing to answer child's questions
To be able to apply details of child development and ways in which child learns to figuring out problems in everyday living

To have individual interests apart from child
To understand own behavior and feelings in relation to child
To recognize own sense of values
To enjoy child
To understand child's need for parental authority
To understand ways of getting willing obedience
To understand the changes that take place as child grows
To develop the pattern of family living that fits the individuals in the family
To be able to identify the sources of annoyance and irritation in relationship with child
To set sights on the qualities one wants to help the children to learn to live
To recognize the individual characteristics of each child and one's own
To keep expectations for child consistent with individual characteristics and stage of growing
To recognize signs of budding independence and one's own reaction to them
To understand the difference between guidance and domination
To recognize the effects of domination on a child
To be willing to learn as a parent
To be able to work out own differences as parents on how to bring up the children
To make use of available help in bringing up the children
To be able to set one's own sights and hold to them still using help of relatives, friends, etc.
To know varied enjoyments suitable for children of different ages
To know how to be a family
To recognize both father's and mother's place in child's living
To be willing to be parents
To accept responsibility of being parents
To see what parent responsibility is as one looks at it individually
To recognize child's eagerness to learn
To understand importance of child's feeling of self respect and his need for being respected
To know practical details of making housekeeping and home management easily functionable
To know where to get and how to use help if child is physically handicapped
To know the services available from community agencies and how to secure and use them
To be willing to use the services of community agencies
To know how to choose a baby sitter
To know what it is reasonable to expect of a baby sitter
To recognize growing child's need for playmates
To recognize what one's relationship with child is---and what one wants it to be
To have some ideas about how to settle child's difficulties with playmates and when to step in
To recognize types of situations that embarrass child
To recognize effects of embarrassment and belittlement on child
To recognize need for childish good manners and to know how to help child learn them and use them naturally
To know how to help child replace fears with confidence
To recognize child's fears
To recognize child's concepts concerning things around him, himself, other people, and what they do
To recognize importance of helping child to use words meaningfully

To be alert to ways of helping child be interested in books, stories, music
To observe provisions for sanitary living
To be interested in child's general cleanliness
To recognize and accept the fact that each parent is an individual
To understand what causes stress and tension with each individual in the family
To recognize what each family member sees as important
To attend to the details for one's own healthful living
To recognize one's own individual needs for food and rest and provide accordingly
To work out the living schedule that fits the family
To understand child's need (from infancy on) for physical exercise and how to provide for it
To understand that learning goes on during play
To understand that child is a child and not a miniature adult
To understand behavior changes that occur as child grows from infancy on
To recognize one's feeling about school and what one wants it to mean to child
To consider one's relation to child's school living
To understand child's desire to be "in" on things
To understand potency of parent approval and disapproval
To know how to make rules that fit the family taking into account child's stage of growing
To have some time away from the child
To have time to do things with child
To know when and how to step into differences among the children in the family
To know how to give attention and approval without spoiling
To understand prenatal development
To follow directions for prenatal care
To know how to prepare child for coming of new baby
To consider child's place when family emergencies occur
To consider own response to child's emotional reactions and how to meet those reactions
To consider how to satisfy child's interest in boy girl differences and his or her own role as boy or girl
To recognize the possible differences in the customs of the group in which the child lives
To consider the kind of authority it seems to the parents best for the child to live with
To recognize what is implied in domination, coercion, permissiveness, flexibility, guidance, and to come to some conclusions as to what is best for that child in that family
To realize how necessary it is for child to feel sure of parents
To understand how different punishments affect different children
To know how to prevent need for punishment
To know how to teach obedience
To have courage to set limits for children
To understand child's need for home to be a sure refuge
To understand child's growing need for independence
To recognize signs of reaching for independence
To realize value of consistency in discipline
To realize effect of family tensions on child
To realize that growth and learning is a continuum
To understand child's reaction to success and failure as he sees it; as each parent sees it

WHAT IS GOOD (ADVANTAGEOUS, BENEFICIAL, DESIRABLE, HELPFUL, USEFUL) FOR CHILDREN?

To have tender loving care
To have companionship with both parents
To learn to feed himself
To eat nourishing food willingly
To know how to use eating utensils
To be free to question
To have the example of correct and accurate speech
To have parents who care
To have varied enjoyments opened up
To keep natural eagerness, enthusiasm, enjoyment
To enjoy living
To learn habits of cleanliness
To live with provisions for physical safety
To begin to learn safety precautions
To gradually become responsible for own toileting
To recognize need for going to the toilet
To get to the toilet independently yyy
To accept toilet training
To know to flush toilet after use and do it
To gradually become accustomed to using acceptable manners
To enjoy learning
To have questions answered
To have varied experiences suited to interests and stage of growing
To learn to manage household convenience, e.g. turning water on and off, flushing toilet
To learn that parents are to be obeyed
To feel friendly toward other people
To have social contacts with adults in addition to parents
To have playmates
To be loved by brothers and sisters
To be helped to replace fears with confidence
To have variety of play experiences
To learn correct names of objects around
To recognize and know colors and be able to distinguish them
To be alert to different sounds, tastes, shapes, weights
To hear clear, accurate, correct speech
To become able to carry on conversation
To have his ideas respected
To know that he is liked
To feel that he is accepted
To understand the meaning of words he uses
To feel trust and confidence in others
To come to know when and how to hold his own with playmates
To be able as he grows to relate a simple experience
To learn to speak clearly and distinctly
To gradually learn to use pronouns correctly
To be interested in books and stories
To gradually come to know that he will learn to read
To want to read
To feel friendly toward other children

To know when he is clean and not clean
To be willing to be clean
To eventually know how to blow nose and when to do so, and do it
To understand use of tooth brush
To be able to accept new situations with confidence
To feel "I can"
To take satisfaction in accomplishment
To gradually learn what it means to consider others
To get the idea of taking turns
To begin to understand property rights and observe them
To become able to tell own name
To learn eventually to undress and dress oneself
To develop some feeling of responsibility
To know that written or printed words say something
To gradually get the idea of own boyness or girlness and accept it
To have some clear idea of what parents expect of one
To have warm relationship with both father and mother
To recognize and accept authority
To know what is permitted and not permitted in daily living
To feel inner well-being
To learn to put thoughts into words
To be allowed to be his own stage of growing
To feel sure of the love of both parents
To feel trust in parents
To have opportunity to use various abilities as they develop
To have opportunity for physical activity
To have limits set that provide safe living
To have the chance to play
To feel important, needed, wanted
To be able to be natural about expressing feelings
To have the opportunity to develop skills as one becomes able
To have many opportunities to satisfy eagerness for learning
To look upon others with acceptance
To live with consistent loving discipline
To have a secure affectional relationship with both parents
To have a feeling of belonging
To have individual need for food and rest provided for
To have enjoyable companionship with parents from infancy on
To have opportunity within the limits of safety to explore, investigate, discover
To face the world with confidence not fear
To become familiar with many words
To have opportunity for frequent change of pace
To look upon school with approval
To enjoy school as a place for learning
To learn to listen to others as they speak to him
To understand what others say to him
To gradually develop ideas of what is right and wrong
To know how to wash own hands
To recognize when hands need washing
To have space for play
To get idea of what to do about difficulties
To feel wanted
To be in a loving family

To learn to respect authority
To have opportunity to make choices within ability
To have opportunity to be physically active
To feel he is enjoyed
To be talked to and with
To be corrected when necessary
To feel parent approval
To have a place to keep things of his own
To have parents understand his individual characteristics
To be shown how to do things within ability
To feel as strongly as is natural to him
To have curiosity accepted
To get the idea that some day he will read
To have conditions for restful sleep

EXHIBIT B

This list is referred to on page 4 of the first section of the Account of Planning.

This is the second step in the grouping of items which is spoken of on page 4 of the above mentioned Account of Planning.

Discussed by the Committee July 3, 1967.

Exhibit B

What is good for parents?　What is good for children?

The items in these two lists have been tentatively thrown into categories as described below--- and subject of course to change.

The categories used were chosen as indicating the active daily living that parents and children do.

What is good for parents?

1. To know... This is taken to include understanding,
2. To feel... This includes to discern, to be aware of, to perceive, to be sensitive to.
3. To do..... This puts into action the knowing and the feeling.

What is good for children?

1. To know... This includes as above, understanding, information, factual knowledge.
2. To feel... The inner feeling back of any doing.
3. To do..... The actual action.
4. To have... This is added since provisions must be made for the knowing, the feeling, the doing.

WHAT IS GOOD FOR PARENTS

To know

These headings have been taken as representing the active daily living----

What is good for parents

I. To know? (To know is taken to include to understand)

- To know the details of physical care, e.g.
    - suitable food at different ages
    - amounts of food needed
    - how to cook and serve suitably
    - how to bathe an infant
    - how to diaper
    - what the best kinds of diapers are and what the best fastenings are
    - proper fit for shoes
    - how to care for hair, eyes, ears
    - what provisions for restful sleep are
    - amount of sleep needed
    - what to do about naps at different ages
    - what best provisions for infant feeding are
    - when to introduce solid foods

- To know how to toilet train
    - when to begin
    - what to do if lapses occur
- To know what to do about thumb sucking when and if it begins
    - what to do if it continues
- To know how to help child to learn to eat willingly and independently
    - what the best kinds of eating utensils are
- To understand what factors are basic to serenity in children
- To know how a child learns
    - what the signs of learning are
- To know what one wants child to learn
- To know about available and useful play materials
- To know how to wean a baby
- To know how to help baby learn to use a cup
- To know what to expect of a newborn
    - what development is likely to take place as time goes on
- To know how to select play materials
    - bedding
    - clothing
    - books and records
- To know the basic facts about how children grow and develop
- To know some of the reasons that children do the things they do...
    - their stage of growing, their feelings--
- To know how to satisfy a child's wonderment about birth, death, sex
- To know the basic details of first aid
- To understand that there are individual differences among children
- To know that play is important in a child's living

To know what one's own values are
To understand that child needs parental authority
To understand ways of getting willing obedience
To know what qualities one wants to help the child to learn to live
To understand the difference between guidance and domination
To be aware of the effects of domination on a child
To know where to get help in bringing up children
To know varied enjoyments suitable for children of different ages
To know the basic fundamentals of how a child learns
To know that child's feeling of self respect is important in his living
To know where and how to get help if child is physically handicapped
To know how to choose a baby sitter
    To know what it is reasonable to expect of a baby sitter
To understand child's need for social companionship
    with parents
    with other children
To know how to help child replace fears with confidence
To know how to help child be interested in books, music, stories
To know the details of providing sanitary living conditions
To know that learning goes on during play
To understand that parent approval and disapproval is a potent motivation
To know when and how it is wise to step into differences among the children
To know how to prepare child for coming of new baby
To understand how different punishments are likely to affect a child
To understand how necessary it is for a child to feel sure of parent love
To know the basic principles for teaching obedience
To know ways of preventing the need for punishment
To understand that one's own feelings affect child's behavior
To understand that child has need for growing independence
To know that family tensions affect a child
To understand that growth and learning is a continuum
To know the practical details of making housekeeping and home management easily functionable
To understand child's need for good manners and to know how to help child to learn to use them naturally
To know one's own individual needs for food and rest and how to provide accordingly
To understand child's need for physical exercise and how to provide for it
To know how to satisfy child's interest in boy girl differences and his or her own role as boy or girl.

What is good for parents----

To feel?

To feel is taken here to include to discern, to perceive, to realize--- to care--- to be alert to--- to be sensitive to---
To feel an active interest in each child
To care how child grows, develops, learns
To want to help child learn to eat willingly and independently
To be sensitive to child's feelings
To recognize each child's food needs, rest needs
To want child to be happy and serene
To be alert to probable reasons for child's different behavior at different times
To feel the relationship child is developing toward each parent
To be aware of the individual differences among children in the family
To be aware of the individual differences of the parents
To be alert to child's play interests
To be aware of changing interests as child grows
    To want to provide for them
To be alert to significance of child development facts in coming to understanding of child's growing and behavior
To be aware of effect of one's own behavior and feelings in relation to child
To be alert to changes as child grows
To be alert to the sources of annoyance and irritation in one's relationship to child
To be alert to signs of budding independence and one's own reaction to them
To feel the effect of one's handling of child
To be willing to learn as a parent
To be alert to time when outside help would be useful
    To be willing to seek and use it
To enjoy the children
To be alert to safety factors in all situations in which child is involved
To feel interest in answering child's questions
To feel interest in child's play activities
To feel enjoyment in child's growth and development
To be sensitive to probable reasons for child's different behavior at different times
To be sensitive to changes taking place as child grows
To be aware of the effect one's expectations for the child is having on his feeling and behavior
To feel enjoyment of child's growing independence
To feel what it means to be a family
    To want the child to feel part of the family
To feel willing to take the responsibility of parents
To feel satisfaction in child's eagerness to learn
To want child to feel confidence and self respect
To be alert to what one's relationship with the child is
    To be aware of what one wants it to be
To be alert to types of situations that embarrass child

Feeling

- To recognize child's fears
    - To want to replace them with confidence
- To be aware of child's concepts of himself, of others, of things about him
- To feel an interest in opening up appreciations to child
- To enjoy his enjoyments
- To be interested in child's cleanliness and well-being
- To feel willing that each parent should be an individual
- To want to do what seems best for the child
- To be alert to what seems to each child to be important to him
- To be willing that child should be the child he is and not a miniature adult
- To feel willingness to accept child as the individual he is
- To be alert to what one's feeling about the child's school is and what one wants it to mean to him
- To be interested in being a part of a child's school
- To enjoy doing things with child
- To be alert to time when child needs:
    - To be given some specific know-how
    - To be left alone to work something out for himself
    - To have help in relationship with other children
    - To have some parent companionship
- To be sensitive to child's feeling about the new baby
- To be alert to and sensitive to child's feelings when family emergencies occur
- To be aware of one's own responses to child's emotional reactions and how to meet them
- To recognize what is implied in domination, coercion, permissiveness, flexibility, guidance, and to come to some awareness of what is best for that child in that family
- To be alert to the effect of whatever punishment one may have used with child
- To care about the effect of punishment on child
- To have courage to set necessary limits for child
- To be alert to signs of child's ability to take on more independence
- To be aware of one's own consistencies and inconsistencies
- To be aware of child's reactions to success and failure
- To be sensitive to whether one's expectations for child fit his individuality and his stage of growing

What is good for parents

To do

Doing is taken here to mean the actual putting into practice of what is good for children.

To see to it that children:
  have food suitable to different ages and needs
  have adequate rest under restful conditions
  are kept clean
  have shoes properly fitted
  are kept warm (or cool) and sheltered
  have hair, eyes, ears cared for
To toilet train at suitable time
To help child to learn to eat willingly and independently
To arrange so that there is time to enjoy child
To give thought to what one wants child to learn
To provide varied play materials suited to child's age and interests
To want the baby at suitable time
To provide books, musical experiences, other types of experiences suited to child's age
To manage household so that family can live comfortably
To help child to learn to take responsibilities suited to his growing
To answer child's questions
To give first aid if and when needed
To provide play space both indoors and outdoors
To have individual interests apart from child rearing
To help child learn to be obedient
To develop the pattern of family living that fits the individuals in the family
To give thought to deciding what is best for the child
To provide parental control of the kind one has thoughtfully decided is best for the child
To seek and use available help within the community in meeting the child's needs
To provide varied experiences for child consistent with his growing and interests
To each take responsibility as a parent
To keep an eye on what child is doing so that one knows what is going on
To help child learn good manners suitable to his growing and to use them
To treat child with consideration and respect
To give child correct names for objects
To talk with child
To give companionship
To provide sanitary living conditions
To help child to learn the things he shows a bent for (when useful)
To keep a home that is clean, comfortable, livable according to the individual family pattern
To choose suitable baby sitter when needed
To arrange so that child has playmates when he is at a stage of development to be interested

B - Parents
To do

Doing

To attend to the details of one's own healthful living
To work out a living schedule that fits the family
To provide physical activity for child fitted to need
To give attention to child's school activities
To make rules that fit the family
To arrange time to do things with child
To observe and study child in order to understand him

What is good for children

To know?

To know how to feed himself
To know the correct names of many objects
To know basic safety precautions. (as he grows able to)
To know how to use the toilet
To know the signs for needing the toilet
To know when to say "Thank you" etc
To know how to use the household conveniences
To know where his things belong
To know that parents are to be obeyed
To know that he is learning
To know how to listen to others
To know how to play with other children
To know the names of colors and be able to distinguish
To gradually know shapes of objects, to distinguish weights, to have an idea about distance, and number
To know that he is liked
To gradually know the meanings of more and more words
To know how to hold his own with playmates
To know how to speak clearly and distinctly
To know that he will learn to read
To know when he is clean and when he is not
To know how to blow his nose, when to do it
To know how to use a toothbrush
To know what it means to observe the rights of others
    To know what those rights are
To know what it means to take turns
    To know why to do it
To understand property rights
To know how to dress and undress himself
To know that rules are to be obeyed
To know what is and is not permitted in daily living
To know how to do everyday things as he is able
To know that he will go to school
To gradually come to know what is right and wrong as parents teach it
To know how to wash own hands and face
To know when hands need washing
To know (gradually) number names and develop number concept

What is good for children

To feel?

To feel willing to eat the food properly provided
To feel interest in eating independently
To feel free to question
To enjoy living
To like to be responsible (gradually)
To feel satisfaction in doing for himself
To enjoy many varied experiences
To feel confident in himself
To feel confidence in others
To be willing to be obedient
To feel friendly toward other people
To enjoy play with other children
To feel loved by brothers and sisters, by parents, by relatives
To feel accepted
To be willing to be clean
To feel confidence in meeting new situations
To feel equal to meeting difficulties
To feel satisfaction in accomplishment
To feel some responsibility for doing things expected
To feel inner well-being
To feel sure of love of both parents
To feel trust in both parents
To feel important, needed, wanted
To feel accepting of others
To feel that he belongs in the family
To feel interested in school
To enjoy school as a place for learning
To feel like being considerate of others
To feel that he is enjoyed
To feel parent approval
To feel enjoyment in learning
To enjoy books, stories, music
To enjoy play both alone and with others

What is good for children

To do?

To feed himself independently when he is able
To eat food provided in reasonable time
To question when they wonder
To observe basic safety precautions as they come to know them
To take care of own toileting as they become able
To use the ordinary good manners taught to them
To obey parents
To use correct names for objects around
To notice different sounds, tastes, shapes, weights
To carry on conversation
To use words meaningfully
To speak clearly and distinctly
To use parts of speech correctly
To handle a book properly
To learn to read
To gradually take some responsibility for being clean
To take turns in playing with others
To respect property rights
To gradually learn to put away own toys
To speak own name and address distinctly
To put thoughts into words so that he can be understood
To make wants known
To be active physically
To play with interest
To express feelings naturally
To sleep needed amount
To listen when others speak
To play with other children
To explore and investigate
To talk
To handle many different objects
To meet other people outside the family
To go to bed and go to sleep when time comes
To get acquainted with books, with music

What is good for children

To have?

To have tender loving care
To have companionship with parents
To have physical needs cared for, e.g.
    nourishing food in suitable amounts
    provision for restful sleep
    cleanliness attended to
    clothing properly fitted
    hair, ears, eyes cared for
To have questions answered with respect
To have the example of correct and accurate speech
To have parents who care
To have varied enjoyments opened up
To have freedom to be his age
To live with provisions for physical safety
To have toilet training at suitable time
To have varied experiences suited to individuality and stage of growing
To have loving correction
To have playmates, and social contacts with adults in addition to parents
To have variety of play experiences
To have correct names for objects around given
To have his ideas respected
To have opportunity to talk
To have meaning of words explained
To have books, stories, music available
To have help in knowing how to do things he becomes able to do
To have help in knowing how to get along with others
To have opportunity to make choices as he is able
To have his individual rights observed
To have some clear idea of what parents expect of him
To have warm relationship with both father and mother
To have opportunity to use various abilities as they develop
To have opportunity to grow at own rate
To have opportunity for physical activity
To have limits set that provide physical safety
To have provisions for play suited to stage of growing
To have loving discipline
To have individual need for food and rest attended to
To have opportunity to explore, investigate, discover
To have teaching of what is right and wrong
To have space for play and variety of play materials
To have a loving family
To have place for his things
To have parents who understand his individual characteristics
To have natural curiosity accepted

EXHIBIT C

This is the listing referred to at the bottom of page 5 of Section One of the Account of Planning.

Here similar items within each of the general groups of Exhibit B are gathered together.

It is recognized that there might easily have been other and perhaps better types of groupings. The ones as given here are used as setting forth both the homely details of the daily living of parents and children and broad general areas of that living.

It should be understood that this is planning material. It is material by the defining of which the Committee oriented itself in planning. It is pointed to as indicating WHAT, as supported by research, the Committee sees as involved in strong effective parenting.

As such it forms the basis for planning HOW a parent-child center can be set up and operate to further such parenting and so contribute to mental health for parents and children.

Discussed by the Committee, July 18, 1967.

PARENTS

Exhibit C
To Know

WHAT IS GOOD FOR PARENTS

What Is Good (Advantageous, Beneficial, Desirable, Helpful, Useful) For Parents To Know?

This section relates to the body of factual, informational material which scientific research has brought to light as to what is conducive to a child's healthful growing.

It is assumed that it is advantageous for parents to be familiar with such information as a means toward effective parenting. It is thought of as contributing to the ease of parenting, as giving some basis for confidence in going about it, and as making it more possible to find enjoyment in it.

Within the general grouping of items here are various aspects of knowing ranging from the actual information itself to the know-how of using it.

To know
  - how to bathe an infant
  - how to diaper
  - what the best kinds of diapers and diaper fastenings are
  - proper fit for shoes
  - proper care of hair, eyes, ears, teeth
  - provisions for restful sleep
  - proper provisions for infant feeding
  - basic facts of how children grow and develop
  - basic details of first aid
  - basic fundamentals of how child learns
  - details of sanitary living
  - how to prepare food for different ages
  - how to manage household details
  - when to introduce solid foods
  - suitable play materials for different ages

Here is indicated a large body of factual information essential to the physical care of children. Knowing such details as indicated tends to relieve worry and anxiety.

To know
  - amount of sleep child needs
  - amount of food child needs
  - what to do about naps
  - when and how to wean the baby
  - how to prepare child for coming of new baby
  - what play materials to provide

In this group a parent must take into account the specific child and fit what is done to that child. This goes beyond the actual factual knowing, or rather goes deeper into it.

To know
- how to toilet train
  - when to begin
  - what to do if lapses occur
  - what to expect as it progresses
- how to help child learn to eat willingly and independently
- how to help baby to learn to use a cup
- how to get willing obedience

This is a grouping where basic principles are involved but where the application may and usually does vary from child to child and family to family depending on individual characteristics and how principles are applied. Often parents tell of these being anxiety producing situations. Frequently they can be alleviated with a little help.

To know
- what to do about thumb sucking if it occurs
  - if it continues
- what to do about refusals to eat
- what to do when child consistently says "no"
- what to do about refusals to sleep
- what to do about tantrums
- what to do when child insists on sleeping in parents' bed

These are typical of the difficulties parents encounter and that often baffle them, cause anxiety, and frequently lead into conflicts with child that sets up unuseful relationships.

To know
- what one wants the child to learn
- how one wants child to feel about himself
- what qualities one wants a child to develop
- what one's own values are
- one's own feelings about child and his behavior

These are items that call for insight into one's own thinking about child rearing. They call for some self appraisal and for recognition that they are factors in the child's behavior and in parent relationships with him.

To know
- what factors are basic to serenity in children
- that child needs parental authority
- that child's feeling of self respect is important in his living
- that parent approval and disapproval are potent motivation
- that it is vital that child feel sure of parent love

Here one digs more deeply into factors that affect all of the child's reactions and relationships.

To know

- about available play materials, books, records
- how to select suitable ones of these for different ages and individual tastes
- about varied enjoyments suitable for different ages
- that child needs social companionship
- how to help child be interested in books, music, etc
- that play is an important part of child's living

These points go into other areas of a child's needs calling for understanding of why they are essential and for knowledge of how to provide for them.

To know

- some of the reasons children do the things they do, e.g. stage of growing, the way they are handled, etc.
- that family tensions affect child's behavior
- that children are sensitive to parent reactions

These are typical of the kind of help parents often welcome in helping them get to the bottom of child's behavior when otherwise they may not understand it.

To know

- the difference between guidance and domination
- the effects of domination on a child
- the effects of different kinds of punishment on a child's well being
- ways of guidance that preclude need for great amount of punishment

These items suggest going more deeply into the details of discipline than merely what to do if a child misbehaves.

To know

- how to recognize physical abnormalities
- how to get help if child is physically handicapped
- what services are available through different community agencies
- what to do if child seems retarded

All sorts of practical questions come up pointing to use of services of community agencies

To know

- how to satisfy child's wondering about birth, death, sex
- how to replace fears with confidence
- child's need for physical exercise
- how to satisfy interest in boy girl differences and his own role as boy, or hers as girl

These are common points on which parents seek help.

To know
- that there are individual differences among children that must be taken into account
- that individual differences in individuality of parents must be considered
- that daily living means learning for both children and parents
- that learning for both is a continuum
- that one's own individual needs for food, rest, recreation must be provided for and are a factor in child's rearing

Often such points as these are taken for granted and given little thought as being of significance in the rearing of children and in providing strong family living.

To know
- what the school program is
- what the child is learning at school as the teacher sees it
- that home learning and school learning are a continuum
- that home learnings are significant in their effect on school learnings
- that parent attitude toward school has significant effect on child's school living
- the resources one individually has to offer to the school
- the help one can get from the school in parenting
- the help that one wants to get

All of these points on knowing, and more that might be added, point to one broad area in which the Parent-Child Center can perform a significant educational function from a mental health point of view.

What Is Good (Advantageous, beneficial, Desirable, Helpful, Useful) For Parents To Feel?

The items in this list relate to the feeling, the caring aspects of living and include to discern, to be sensitive to, to be alert to, to care about, etc. and these headings are used in grouping.

To feel
- an active interest in each child
- enjoyment in being with child
- pleasure in doing for the child
- satisfaction in child's growing independence
- willingness to take the responsibility of parents
- satisfaction in being parents
- an interest in opening up appreciations to child
- enjoyment of child's enjoyments
- willing that each parent should be an individual
- willing to accept child as the individual he is
- enjoyment in doing things with the child
- respect for oneself as a parent
- that one is capable of taking responsibility as a parent
- willing that each parent should take part in parenting
- comfortable even though neighbor does differently with their children
- important as a person
- dignity as an individual

It may be noted that in this grouping there are items relating both to parents' feelings about their child and their feelings about themselves as parents and as individuals.

To care
- how child grows, develops, and learns
- whether child is happy or upset
- about the effect of punishment on the child
- about the effect one's actions have on the child
- whether child is well and healthy or not
- about how each parent feels concerning child
- about child's feelings about himself
- about child's feelings about each parent
- about being a harmonious family
- about being skillful as a parent
- about the kind of parent one is being
- about child's physical well-being
- about what child is learning

In this grouping "care" is taken to mean concern about, loving solicitude for interest in.

To be sensitive to
- the child's feelings at different times
- the child's play interests
- child's need for parent attention
- probable reasons for child's behavior

To be sensitive to (continued)

- changes taking place in child's growing at different times
- child's feelings about different ones in the family
- whether one's expectations for child fit his growing
- child's needs for food, rest, at different times
- what child is learning
- child's fears
- one's reaction to child's behavior
- effect of family emergencies on child
- one's own need for food, rest, time away from child

This group has to do with having one's antenna up, so to speak, to catch impressions.

To be aware of

- the individual differences among children in the family
- each child's individual characteristics
- the individual characteristics of each parent
- changing interests as child grows
- effect of one's own behavior and feelings in relation to child's behavior
- the effect of one's expectations for the child on his behavior
- child's feelings about himself
- child's feelings about each parent
- one's own feeling about the child
- one's own reactions to child and what he is and does
- one's own consistencies and inconsistencies
- child's reaction to success and failure

Here are items that the more one looks into the more understanding of behavior and relationships one is likely to come by.

To be alert to

- significance of child development facts as applicable to parenting
- changes as child grows
- sources of annoyance and irritation in one's relationship with child
- signs of budding independence
- one's reactions to growing independence
- points at which outside help would be useful
- what to each child seems important to him
- what one's own values are
- what one's feelings about a child's school are and what one wants it to mean to him
- time when child needs to be given some specific know-how
- time when child needs to be left alone to work out something for himself
    - to have help in relationship with other children
    - to have some parent companionship
- the effect of any given punishment on child
- time when correction is needed

To be alert to (continued)
- signs of child's ability to take on some new independence

This is a grouping of items which call for watchfulness, vigilance, prompt recognition of, attentive-attention to.

To want
- to help child learn to eat willingly and independently
- to have child be happy and serene
- to learn as a parent
- to understand child's individual characteristics
- to understand reasons child does what he does
- to enjoy the child
- to answer child's questions
- to feel enjoyment of child's growing independence
- to have child feel that he belongs
- to have child feel confidence and self respect
- to show respect for child
- to have child in general good health
- to do what is best for child
- to let child be the individual he is

These items are typical of those that reach into parents' innermost feelings of hope, willingness, etc.

Note: It is one thing to point to the feelings that are good (advantageous, beneficial, desirable, helpful, useful) for parents as they go about their parenting; it is another thing to find the ways in which the Center can take its part in this phase of parenting (and envision what that part is) as planning goes on.

What Is Good (Advantageous, Beneficial, Desirable, Helpful, Useful) For Parents To Do?

To do is taken here to mean the actual putting into practice of what is good for children.

To see to it that children
- have food of type and amount suited to age and individual need
- have rest suited to individual need
- are kept clean (reasonably so)
- have shoes properly fitted
- have hair, eyes, ears cared for
- have any physical difficulties attended to
- have clothes suitable to the climate and weather

This group of items ties back to those on knowing what constitutes good physical care and how to give it, to wanting to give it, and to be willing to give it attention. Here in the doing, the concern is how to put into practice in one's own specific situation the things one knows are needed and that one wants to do.

To provide
- varied play materials suited to child's age and interests,
- books, musical experiences, other experiences suited to child's age
- for play both indoors and out (space)
- sleeping arrangements conducive to rest (bed, bedding, place)
- sanitary living conditions
- for physical activity suited to child's growing

Parents often speak of knowing that provisions such as these are needed but ask for help on details, such as what books, what records, etc.

To choose the time
- to wean the baby
- to begin to toilet train
- to start use of cup
- for child to go to bed

This matter of timing is one that parents often find anxiety-producing and on which they welcome help

To help child to learn
- to eat willingly and independently
- to take responsibilities fitted to his growing
- to be obedient
- good manners suitable to his growing
- to accept bed time willingly
- take care of his own toilet needs as he becomes able
- keep himself happily busy

Here are items where know-how facilitates doing, and parents frequently seek and need help on that know-how. They are items that, seemingly simple, are often disruptive of family living and reach into family relationships in a way that makes help on handling them needed and usually highly welcome.

To manage the daily living so that
  the schedule fits what father, mother, and children have to do
  the home is arranged for the way the family likes to live
  the home can be used by the people living in it
  it fits the family finances
  what needs to be done can be done comfortably

This group of items touches on home management and here, as in all else, both parents are involved. These items point to the know-how of management, the equipping and arranging of a home, the use of conveniences, the handling of finances, in which many parents are highly skilled and on some detail of which others welcome help.

To manage time so that one can
  enjoy the children
  give thought to what is best for the child
  to talk with child
  do things with child
  attend to the details of one's own healthful living
  give attention to child's school activities

These items relate to knowing the need for doing them, to wanting to do them, but also to the know-how of managing time so that one can. Thus they are inter-related with those on management above.

To give thought
  to what one wants child to learn
  to what child is like as an individual
  to making the rules that fit the family
  to the kind of guidance that fits each child

One might say that all that a parent does should come under this heading, and probably this is true; but there are details, such as in this group, which seem to merit special thought.

To give attention
  to answering child's questions
  to what child is learning day by day (habits he is forming)
  to what child is doing (knowing where he is, what he is doing, with whom he is)
  to giving child correct names for objects
  to helping child gain skills he is ready for (tying his shoes, dressing himself, feeding himself)
  to child's learning to get along with playmates

There is parental know-how involved in items of living of which these are typical and each ties in with many others already mentioned.

To give child
- tender loving care (all details mentioned are included)
- parental control that fits his individuality
- loving companionship
- courteous considerate treatment
- respect as an individual
- companionship of playmates when he is ready for them
- love and one's enjoyment of him

These are typical of others that could be added of doing with loving thoughtfulness.

To give attention to oneself as an individual and
- to have individual interests apart from the child
- to attend to the details of one's own healthful living
- to work out differences as parents on how to handle family matters
- to seek help on marital difficulties when, and if it is needed.

These are typical of details that recognize that parents have individual needs just as children have individual needs and these naturally affect their parenting.

As parents work with the Committee on Planning the Parent-Child Center, many items other than those included here will doubtless be added. The significance of one group of items or another is likely to be broadened and deepened. Out of the discussions are likely to come practical suggestions for ways in which the Center can usefully function and for ways in which parents and Center can work together.

CHILDREN

What Is Good (Advantageous, Beneficial, Desirable, Helpful, Useful) For CHILDREN

TO KNOW

To know
- how to feed themselves (as they become able)
- how to care for their toilet needs (as they grow)
- how to dress and undress themselves (as they are able)
- how to let need for toilet be known
- how to blow his nose
- how to use a toothbrush
- how to wash hands and face

These are typical of the items that have to do with skills in everyday living. They involve parental teaching of Know-how as well as parental willingness that child should do them and the child's own willingness to do them. They are items that cause frequent parental concern and often parent-child friction.

To know
- the correct names of many objects
- the names of colors and to distinguish them
- the shapes of objects, to distinguish weights,
    to have ideas of distance, and number concepts
- the meaning of many words (more and more as he grows)
- number names and have concept of their meaning

These are learnings that occur in the course of daily living, often without parents being aware of them or fully cognizant of their importance. Once realizing that importance, there is much they can do to utilize everyday experiences in furthering the learning.

To know
- basic safety precautions (as he grows able to)
- how to use household conveniences
- where his things belong
- how to do things around the house as he becomes able
- where friends live
- location of places where he is often taken
- how household possessions are to be taken care of

These are learnings of importance. They have to do with a child's functioning in the family, and with his understanding of his surroundings.

To know
- that parents are to be obeyed
- that he has responsibility for obeying rules
- what is and is not permitted in daily living in this family

To know

gradually come to know what is right and wrong as his parents teach it

These are items that touch on a child's response to and respect for authority. They go much deeper than the mere outward conformity that parents often are satisfied with. This brings one to the matter of discipline which is one parents always ask about.

To know

the common forms of courtesy and how to use them
what it means to observe the rights of others
which possessions are his, which his parents', which the family's
how to hold his own with playmates
what it means to take turns
why to take turns
that he cannot always have his own way

Here is a group of items touching on a child's social relationships, on his play with other children, on his consideration for others in the family. It is easy to touch the surface of matters such as these without seeing the significance they hold for all of a child's living in all the years.

To know

how to listen to others
how to speak clearly and distinctly
how to use words to express ideas
how to carry on a conversation (as he becomes able)

The whole area of speech, communication, comprehension of what is said is one in which parents are likely to have great interest and in which their insight into the habits of speech, expression, and communication is important.

To know

that he is learning
that he will go to school
that he will learn to read
that the printed or written word tells something
that reading is finding out what the written or printed word says
that one uses numbers for a great many things
that one measures in inches, feet, yards
that things are weighed by the pound

Items such as these come to a child so naturally in the course of daily living that one is often unaware of their importance in his orientation in the world about and in his school living when that time comes.

What Is Good (Advantageous, Beneficial, Desirable, Helpful, Useful) For A Child

TO FEEL

(The word "feel" is used here in its connotation of responding to with feeling, or experiencing inner feeling of love, appreciation, etc., or finding satisfaction, or being willing.)

To feel willing
- to eat the food properly provided
- to go to bed at the time parents ask
- to accept toilet training
- to be dressed and undressed when necessary
- to be washed and bathed

These items which have to do with a child's care are ones on which parents often ask help--they and the child frequently get set at cross purposes and lack of willingness to accept what must be done causes trouble. Knowing how to get willingness eases family living to a marked degree.

To feel interest in
- eating independently (as he is able)
- being responsible for doing for himself
- being helpful around the house
- learning how to do for himself, how to use household conveniences, in any kind of skills
- playing with other children
- talking with others

In this group are items typical of feelings that lead a child to reach out beyond having things done for him to doing for himself and taking some part in what goes on around him.

To feel
- free to question
- confident in himself
- confidence in others
- friendly toward other people
- trust in both parents
- ready to be considerate of others

Here are items pointing to a child's basic confidence, to friendliness and trust instead of distrust and suspicion.

To feel
- that he is accepted
- that he is loved by parents, brothers and sisters, and others
- important, needed, wanted
- that he is a member of the family and belongs

To feel (continued)
    that he is of use in the family
    that he is respected
    that what he does is appreciated
    that he can do things very well (as he is able)

These items relating to a child's feel about himself are ones that parents do well to recognize as of deep import.

enjoy
    play with other children
    acquiring new words
    finding out how to do this and that
    being with parents
    play alone as well as with others
    books, music, stories
    living
    school as a place to learn

Here are some of the evidences of the feeling of inner well-being and which, in part, tell the story of mental health.

To be willing
    to be obedient
    to respond to parent requests
    take responsibility suited to age
    listen when parent speaks (reasonably)
    to stay with baby sitter (well chosen and at reasonable times)

These items are typical of ones that reach into parent-child relationships and have great bearing on the mental health of both.

To feel
    equal to meeting new situations
    confident in attacking difficulties
    interest in reaching out to new experiences
    interest in finding out about things around him
        (observing, exploring, questioning)

Parents often do not realize what a fund of knowledge a child can pick up when he feels the confidence indicated in this group of items, and often teachers do not realize what a fund of knowledge children bring with them to school.

What Is Good (Advantageous, Beneficial Desirable, Helpful, Useful) For A Child

TO DO

To---

eat food provided in reasonable time
sleep needed amount of time as fits his need
go to bed and to sleep when time comes
allow self to be washed cheerfully
allow self to be dressed and undressed without fuss

Knowing how to get children to do these everyday details willingly has great bearing in the harmony of family living and on parent-child relationships.

To---

feed himself as he becomes able
observe basic safety precautions as he comes to know them
take care of own toilet needs after suitable period of training
take some responsibility for being clean
put away own toys (in due time)

This group of items has to do with some responsibility on the part of the child. When can that be expected? How can one get it willingly? Parents ask these questions and the answers have great bearing on the harmony in family living.

To---

question when they wonder
stop, look, listen to what is going on around
ask the meaning of words they do not know
accept help on something they may not know how to do
explore and investigate (within limits set)

Here a child reaches out to find out what goes on around him, to get acquainted with details of living. This has its value in his learning but often irks parents and tries patience unless there is insight into the importance of what is happening.

To---

use the ordinary good manners taught them
to take turns in playing with others
know when and how to maintain own rights with playmates
respect property rights
act respectfully to parents
show consideration for others
respect others' rights

These social aspects of living touch upon a child's relationships with other people, on their feelings about him, on the parents' feelings about him, and about others' reactions to him.

To---

use correct names for objects around
use words with understanding of their meaning
speak clearly and distinctly
use parts of speech correctly
speak own name and address distinctly
talk

Here one is concerned with speech patterns which are being set from babyhood on.

To---

listen when others speak
carry on conversation
put thoughts into words so that they can be understood
talk with different people
make wants known so that they can be understood

Here are items that take a child into relationship with others through speech communication. They are so significant a part of his social development that parents do well to give understanding attention to them.

To---

use books
handle books properly
learn to read
identify different sounds, tastes, weights, shapes, etc.
handle many different objects

These items are typical of those that reach into what are commonly thought of as school learnings but all of which have their beginnings at home.

What Is Good (Advantageous, Beneficial, Desirable, Helpful, Useful) For A Child

TO HAVE

This section is added to the children's list since obviously provisions must be made for that which it is good for him to know, to feel, to do-- these provisions fall under the heading to have.

To have ---

- tender, loving, thoughtful care
- physical needs provided for, e.g.
    - nourishing food in suitable amounts
    - conditions for restful sleep
    - cleanliness attended to
    - sanitary conditions provided
    - clothing properly fitted
    - hair, ears, eyes cared for
    - any physical handicap attended to
    - safety factors provided
    - facilities for physical activity

Here are details involving a child's healthful growing and that healthful growing has significant bearing on the harmony of family living. Factual information on the details tends to relieve worry and anxiety of parents.

To have ---

- parents who care
- warm relationship with both parents
- companionship with parents
- attention from parents
- parents understand his individual characteristics
- respect of parents as an individual

Here are basic relationship factors that involve the feelings of parents about the child and which often touch upon their own adjustment as individuals

To have ---

- freedom to be his age
- parents understand his stage of growing
- all provisions geared to his growing abilities

These items imply the need for an understanding of how children grow which can save parents much anxiety and serve as a guide for what to do and when to do it.

To have ---

- toilet training at suitable time
- correction when needed
- opportunities to use growing abilities as they develop

Here is implication of the need for understanding observation of child as he grows, so that care and guidance can be geared to the growing.

To have ---

clear idea of what parents expect of him
teaching of what he may and may not do
limits set that provide for physical safety
teaching of what parents see as right and wrong
space for play and variety of play materials
opportunity to explore, investigate, discover
natural curiosity accepted
opportunity to grow at own rate

These items are grouped as having a bearing on what is commonly thought of as discipline. The thought here is of discipline in broad terms as related to having opportunities consonant with growing and geared to it.

To have ---

varied enjoyments opened up
variety of play experiences
books, music, stories in his experience
varied experiences outside of home suited to his growing and his individual characteristics
playmates and social contacts outside the family
place to keep his things
his things respected

These items like those above have bearing on discipline but go out into living broader than the family to a wider acquaintance with the world around.

To have ---

questions answered with respect
the example of correct and accurate speech
correct names for objects given
his ideas respected
opportunity to talk
meaning of words explained
use of objects explained
know-how for doing things given as befits growing

Here are points having to do with a child's efficient living, with his understanding of details of his surroundings. Parent-child relationships are involved.

To have ---

help in knowing how to settle difficulties with playmates
help in doing things he wants to do but does not know how (fitting the growing)
help in knowing how to handle eating utensils
help in knowing how to hold cup
help in knowing how to use the manners he is being taught

In short, loving thoughtful help in knowing how to do the daily living.

RESEARCH REVIEW

Reference is made here to item 1 under Method of Procedure in the Proposed Plan as submitted to NIMH with the request for funds for planning the Parent-Child Education Center, Litchfield Park Public School, Litchfield Park, Arizona. This item lists as one step, "An extensive review of research related to development, learning, and mental health in early childhood." This review has been carried on concurrently with the other work of the Working Committee as detailed in The Account of Planning, Sections One and Two.

Mention is made on page 6 in the Account that the listing of items on "What is good for parents?" and "What is good for children?" was based on observation, experience, and research. As would be expected, both the observation and experience were closely related to research findings since all members of the committee had worked with the research for years and the findings were naturally reflected in whatever they might observe or experience. However, the current review of research was relied on to verify observation and experience and to provide further insight significant for planning.

In carrying on the research review effort was made to follow back any reference to a particular item, area, finding, until the basic research was identified. Thus no date limit was set on the period of years that the review covered.

The following categories were used in carrying on the review:

1. Problem: To find the most pertinent research relating to the various components of the Parent-Child Education Center, which will indicate validity of the basic premises and suggest direction for planning.

   What is good for parents (advantageous, beneficial, desirable, helpful, useful)?

   a. Physical care of children (feeding, sanitation, sleeping, toilet training, etc.)
   b. Special problems (thumb sucking, tantrums, stuttering, etc.)
   c. Basic knowledge of parenting which will produce mental health in children; self-image, love, serenity, independence, etc.
   d. Value of play and materials for play.
   e. Effect of punishment on child--whole area of discipline.
   f. Effect of family relationships on child's behavior.
   g. Home school relationships.
   h. Children's fears.
   i. Role differences in boys and girls.
   j. Home factors which influence learning.

2. Problem: To find the most pertinent research relating to "What is good for children?"

   a. Studies on learning.
   b. Learning of physical care.

c. Learning of property rights.
d. Learning of social responses.
e. Methods of coping with social situations.
f. Building of confidence.
g. Sibling relationships.
h. Feelings of acceptance.
i. Parent approval influence on learning.
j. Children and freedom.
k. Individual characteristics.
l. Care of teeth.
m. Cognitive development.
n. Relationships with parents.

The above are only the general categories under which research was sought out and listed. Within each of these, sub-categories have evolved. A complete annotated bibliography of the findings to date has been prepared and will be ready for use in September.

The review of the research in the field pertinent to the planning for the Parent-Child Center has been both suggestive and supportive of the work of the Committee to date and can be expected to be of basic importance in arriving at answers to the questions of HOW the purposes of the Center can be accomplished. These questions in turn can be expected to indicate the need for further search. Therefore, the bibliography as now prepared can be thought of only as the beginning with additions to follow as unanswered questions stimulate further search or consultants and committee members suggest studies not already listed.

APPENDIX B

AN ACCOUNT OF THE PLANNING QUESTIONS BASIC TO FORMULATING THE PROGRAM

SECTION TWO

In accordance with the plan mentioned on page 9 of Section One, interviews were held by members of the planning committee with several parents to get their reaction to the idea of a Parent-Child Center and to the practicality of the Committee's approach to the planning.

While only a few persons were contacted, the results indicate clearly to the committee that the items listed are indeed only the starting point for planning and that significant modifications can be expected as parents participate in making the plans for the Center.

The interviews are given here individually since any attempt to throw the comments into categories resulted in the loss of the significance they held.

Interviews

1. Mother with five children, ages 15, 12, 11, 9, 4.

The lists of items had been given to this mother a day in advance of the interview. She had been asked to give her idea of the plan in general and to make any comments that occurred to her about the items of the lists.

She said that she felt that a center such as the one proposed would be of great help to parents, that it would be a help to her.

She commented that the list of items seemed to cover "about everything parents need to know," but she had some additions, as follows:

need to know any defects or abnormalities
parents need to know child's state of health
what should one do about stuttering? enuresis?
how to handle the adopted child
what to do about retarded or brain-damaged children
children need opportunity for association with other races and cultures
how to determine choices that are appropriate and when to give them (she commented that she had her fourth one before she felt any assurance about this)
how to allow for emergencies when promising to do something for or with child
parents need to know when outside help is necessary and how to get it.

Note: It may be noticed that this mother raised some questions but she also stated some convictions of her own. It points to the fact that parents will have convictions. They may vary with those of the center workers. They may agree. At any rate, they are likely to be passed on from parent to parent.

This Mother made a final comment that reading the lists made her feel a little guilty to think she had not known more with her first one or two. (The interviewer reassured her that she must have known a great deal to have brought up the fine children she has.)

Note: This seems a significant comment as consideration is given to the use of the lists of items.

2. Worker on a church staff

This woman has grown children and two young grandchildren.

She says a center such as proposed "would be welcomed by a lot of parents but some would not use it."

She said that in her experience parents want help in "more ways than just how to take care of the children", that they have lots of problems of their own that affect the children and it is hard to get help.

Further, she said, "They want help on lots of little things about the children and sometimes they would just like to talk about their children to someone who is interested."

Note: Here is the point of those who would use such a center and those who would not. The worker was asked if she thought some who did not in the beginning might do so later on. She said, "Yes when the word gets around that they can get help there." But she went on to say that for some it might be quite a while, that people are reluctant to say they need help and feel shy about asking for it. But, she went on further to say that in her experience almost all parents want to do the best they can and are glad for help "when it is given in a kind way."

3. Mother with daughter 12 who had been in a day care center

Due to family emergency this mother had to go to work when the girl was three. The child was asthmatic and needed special care which the workers at the center gave willingly.

This Mother says that a center such as the one proposed "would be a life-saver to a lot of parents even though they might not have to be working."

When asked in what way she felt it could help, she spoke of how distraught and upset she was at the time she put her little girl in the center. She told how the workers listened to her, encouraged her, reassured her, helped her believe in herself.

She says, "Believe me there are plenty of parents who need just that even if they are not working as I was, they still have problems that upset them."

As to the lists of items she said, "You'd never get down all the things someone will ask about. There'll be things you never thought of."

Note: Mention was made in Section One that it is realized the lists are not complete, but here this Mother points to the fact that they probably never could be because different parents will have different needs. This underlines the fact that as they stand they are an approach, a starting point.

4. Mother with three... ages 3, 4, 5.

This young woman was talked with while she waited to see about enrolling her three in a day care center. She is a widow and working. While the proposed Parent-Child Center is not in any sense a day care center, it is altogether possible there may be working mothers in the area. This interview raises certain points that will need to be considered.

She told about the difficulties she had had in getting the children in a place where the people cared about them. She said, "it"s awful for them when the people don't care about them."

She was asked if there had been any place where the children were where she felt she had got help herself. She said, "Some yes, some no. Sometimes they will take time, but not all of them."

Then she said, "You just about have to have someone to talk to and my relatives are a long way off and I don't trust the neighbors and anyway they don't know any more than I do and that isn't much."

Mention was made of the proposed Parent-Child Center with the question, "How would you think parents might feel about such a center?"

She said, "Do you mean in a public school?" and when the answer was yes, she said, "I'm telling you, that would be the day." Then she told how her older one would have to start to school in the fall and she did not know how she would manage, but that she did so want him where he would learn well and like it and she thought a center that "is meant for parents, too, ought to be a big thing for everyone."

Note: This raises a number of points which will have to be considered in planning and which may well come up as parents come into the planning---- and points again to parents'need often for encouragement and reassurance.

5. Young woman expecting an adoptive baby momentarily.

This is the first child and to be available when three days old.

On reading over the lists the following questions were added:
What should you do about pacifiers?
Would you use these little plastic or nylon pants?
How can you know what kind of baby sitter to get?
How much should you use a play pen?
How do you decide on a pediatrician?

Do you let them have a toy to go to bed?
How much sucking do they need?
What would you do if some of the grandparents did not approve of adopting? (these do).
How can you tell if the baby is all right? Not deaf?
How long do you expect a night feeding?

and so on through a long list of detailed questions having to do with infant care, then some looking ahead, e.g.

Would you ever spank?
How much should you put things out of reach?
When do you teach them to swim?
When would you tell them they are adopted?
How would you tell them?

Note: There were many more but these are indicative of the practical everyday things that one may want help on, while another wants something entirely different. It points to the need to know what each parent wants.

6. Professional person who has worked with many parents.

This person heartily endorses the idea of the Parent-Child Center and the approach to the planning.

She feels that one area in the lists of items is not adequately covered. This is the parents' feelings about themselves as people. She suggests addition of such items as the following:

To feel important as an individual
To feel important as a parent
To feel that the school sees one as important
To recognize one's abilities as a person
To feel comfortable with other people
To respect each other as parents
To respect one's work
To know that parent friction affects children
To know that help can be had to resolve parent difficulties
To know that each parent brings his own background to the family living, and all has its effect on what is done with the children.

Note: This brings up the point of the activities of the Parent-Child Center as related to and inter-acting with other community agencies, recognizing that one brings all of himself and herself, as a person, into being parents.

7. A father and mother.

These parents said that parents need to know that child number 2, 3, 4, etc. have specific needs and capabilities peculiar to each individual.

Further that parents should know that help regarding children is available from sources and persons outside the office of the pediatrician.

Still further, that they should have access to current periodicals, research, books, films which emphasize good, new information regarding children.

They said they would appreciate a spot where they could go for such help when they wanted to, but that they would not want it to interfere with their private lives.

Note: This raises the point of the use different parents would make of the Center facilities, of their feeling about it, of their attitude toward anything they might feel as pressure to use the opportunities offered.

These trial interviews, though few in number, serve to suggest that it would be the part of wisdom, very early in the planning, to seek interviews with a much larger number. Each of these try-outs has brought out significant points and a larger representation could be expected to bring out others that would be helpful in keeping the planning on a practical basis.

It is suggested that these be individual interviews, including both father and mother, in each of the families in which such interview can be arranged. This seems important since each may view the proposed Center activities from an individual point of view. Particularly does this seem desirable since the activities of the Center are intended to be Parent-Child oriented with "parent" implying both father and mother.

It is further suggested that interviews be held with parents outside the Litchfield Park area, as well as some within the area, since those outside the area could be expected to respond more impersonally than those within.

These interviews are suggested in addition to having parents sit on the committee or meet with the committee. Through the individual interviews it is believed that it will be possible to arrive at more varied reactions than in committee discussions and probably more unbiased reactions.

It is suggested that definite effort be made to secure interviews with as wide a selection of parents as possible, representing different occupations, interests, etc.

2.

Questions raised on details of program planning basic to discussions by the Committee and others whose counsel may be sought pursuant to the formulations of the program for the Parent-Child Center.

Questions basic to formulating a program

The next step in planning.

The items listed in Exhibit C pointing as they do to what is good (advantageous, beneficial, desirable, helpful. useful) in the daily healthful living of parents and children show where sights are set for the Parent-Child Education Center. It is the stated purpose of the Center to help in establishing and maintaining such living.

The question arises then, as indicated on page 7 of the Account of Planning, HOW can this be done? What kind of program can be formulated which will accomplish the purpose of the Center?

Inherent in this overall question are detailed questions related to the scope of the Center's activities; operating policies; staffing; selection of subject matter content; methodology both in the use of subject matter and in working with parents and children; maintenance of public relations; type of physical facilities.

Obviously the question of physical facilities cannot be answered until some decisions are reached on other questions since the answers to them will indicate the nature of the program plan.

As a basis for discussion, the Working Committee prepared a set of questions touching on the above points. These are presented herewith and are offered as a starting point for consideration by the larger Committee and such persons as are invited in for counsel and help in arriving at decisions. It is recognized that as discussion proceeds, many other questions will come to light for consideration.

It is assumed that visits will be made to different operations where suggestions can be gathered throwing light on specific and unique questions posed by the Litchfield Park situation with its opportunity for an innovative program.

The questions are listed under the following categories:

Parent participation
Parent motivation
Understanding and identifying needs and interests
Methods of work with parents
Subject matter relating to parenting skills
School procedure and program for children's learning
School organization
Center activities
Staffing
Staff learning
Center set-up
Evaluation of progress

These headings were used in grouping the questions since they suggest the day to day active living of parents, children, and Center workers. Further, they suggest areas on which it may be helpful to bring in one consultant or another. The Committee recognizes that as discussions progress, questions will begin to fall into groups having to do with administrative structure, general management policy, and the like. However, it seemed that the active program on which sights are set would be a useful point at which to begin with leaving questions on the details of overall administration to fall into place as they arise incident to providing for carrying on the program plan.

In considering the questions as offered here it will be noticed that some, indeed many, are assumptive of decisions already made and refer to the devising of means for carrying them out. These are decisions made by the Committee which formulated the proposal sent to NIMH requesting funds for planning, on which funds the Committee is now operating. For easy reference these are listed below as they appeared in the above mentioned proposal:

1. "The purpose of the immediate proposal (to NIMH for funds for planning) is to develop a program designed to build and maintain mental health through an integrated Parent-Child Center approach, and to plan for a comprehensive evaluation of the effectiveness of the program in fulfilling its aims."

2. "The program will involve utilization of educational practices of proven success, techniques and activities based on related research findings, and innovations with potential to achieve aims of the program."

3. "School and community resources will be used for services in the Parent-Child program. Services for adults will include marriage and family counseling, pre and post-natal child care, discussion-demonstration, and demonstration-discussion with parents based on principles of child growth and development.

4. "Child activities will include guided experiences in the proposed Parent-Child Center under direction of professional personnel. Parents will be involved in these activities and it is expected that there will be carry-over activity in the home."

5. "Educational experiences, increasing from periodic to continuing, will be provided in the Parent-Child Center for young children from earliest years through grade two."

6. "The program for children under age four will focus on close Parent-Child interrelationships and upon developing increasingly effective parent skills through and understanding of applications of principles of child development. The early association of children with the school should provide a smoother transition from home to school life."

7. "The program for children from ages four to seven, while remaining a continuum of the Parent-Child program and emphasizing a Parent-Child-Teacher relationship on a scale as yet unachieved will be within the structure of the Litchfield Park public school system."

Following are the questions which the working Committee offer as the starting point for the making of necessary detailed plans for the Center.

Parent Participation

1. How can a program be set up that progressively utilizes parent contribution as befits the varying degrees of parent interest?

2. What may parent participation in Center activities include? e.g., work with the children; business management; instruction for other parents; preparation of materials for children's activities; giving of special talents'; keeping records, etc.

3. Assuming that parents have a significant individual contribution to make, how can this be individually discovered?

4. By what means can the unique contribution of individual parents and of the Center personnel be brought together in a working relationship?

5. What kind of orientation, if any, shall parents be given prior to their active participation? Or shall this be left to evolve as they become interested?

6. What part, if any, shall the participation of parents be on a regularly scheduled basis, or on their own planning, or on call?

7. To what extent shall the Parent-Child location be considered the sole (or main) place for the program to operate and to what extent, if any, shall the participation of parents include provision of their homes (as different ones may wish) or outdoor facilities for some of the Center activities?

8. Shall parent participation be limited to parents with children under seven or might others whose children are older participate because of their interest? Might grandparents participate?

9. As parents come to the Center to participate in different activities and bring infants with them, how shall these be cared for? Shall the parents bring bottles, diapers, playthings, bedding, or shall these be Center provided?

10. When parents come to the Center for a group discussion or for active participating in some activity, what provision shall be made for their infants and young children in case they cannot have them with them during the time of their participation?

11. What part, if any, shall parents have in the initial planning for the Center? In later week to week and day to day planning?

12. What part shall parents have in policy making?

13. What, if any, opportunity for participation might be available to parents before the Center opens other than that connected with planning? e.g., perhaps a study group, or help in making preparations?

14. How can parent participation in planning and operation be utilized and still maintain the Center's leadership? Is it desirable that this leadership should be maintained?

15. Will participating parents be regularly enrolled as participants, or will they come and go for participating purposes without enrollment?

Parent motivation

1. In the event that the often assumed idea becomes evident that the rearing of infants and young children is largely mother responsibility, how can fathers be motivated to active involvement? Is it agreed that they should be?

2. How can parents who do not recognize skills in parenting as desirable, or possible to learn or improve, be alerted to these facts? Should they be?

3. How can contact be made with parents who are not interested in Center activities? Or should the initiative come from them?

4. What shall be the procedure when parents are interested in help from the Center but not interested in being involved in its activities?

5. What shall be the procedure when and if some parents are interested in the Center program only as it affects their children of 4 or 5 or 6 and not the infants and younger ones? Shall this be looked upon as their prerogative?

6. What shall be the procedure when parents are interested in the Center activities from a professional point of view but not as related to their parenting skills?

7 In how far, if at all, shall it be responsibility of the Center staff to stimulate, or attempt to stimulate, interest? Or shall this be left to voluntary parent interest?

Understanding and identifying needs and interests

1. How can Center workers identify parent needs incident to moving to a new community?
2. How can effective functioning communication be set up between Center workers and parents?
3. How can it be made easy for parents to ask for the help they might welcome?
4. What shall be the Center's attitude toward the fact that Center services might be seen by some mothers as liberating them to seek the employment they feel they need for individual fulfillment and satisfaction?
5. How can Center workers become perceptive of situations that are anxiety producing for the parents?
6. What are the problems peculiar to a community made up of newly located families from many areas?
7. How can individual parent needs as they see them be discovered?
8. How can Center workers become perceptively understanding of needs and interests at the same time respecting parents' right to privacy? Respecting any reticence they may feel about divulging what they consider family matters?

Methods in work with parents

1. What use, if any, might be made of small neighborhood group meetings?

2. Might there be effectiveness in home demonstrations of various phases of home management, home arrangement, child care, etc? How could these be most effectively managed if they are desirable?

3. What are the various means by which parents can be given opportunity for exchange of ideas? Help? Practical assistance?

4. What details of group dynamics would be useful for Center workers to be familiar with?

5. How can resource materials be made most easily available to parents?

6. By what means can parents be made aware of the Center's function, services, possibilities?

7. How can Center workers contribute to parents' acceptance of community families with divergent living patterns, economic level, formal education, occupation, racial and cultural background?

8. How can Center services and activities be made available to parents without the implication of an obligation on their part to avail themselves of them?

Subject matter relating to parenting skills

1. What material is available that would be helpful to parents in attempting to gear their expectations for their child to that child's individual characteristics?

2. What Center activities might be useful to parents seeking a broader understanding of their child's characteristics?

3. By what means can the importance of the contribution of both father and mother in a child's rearing be high lighted? Is it desirable that it should be? How can parents' own point of view on such a point be given recognition?

4. How can Center workers and parents together maintain their awareness of the children's continuing learning as seen at home and at the Center?

5. How can Center workers be helpful in bringing Community services which might meet some family need to the attention of the parents? Encourage them to seek the needed and possible help? To use it beneficially? Is this properly part of the Center's function?

6. By what means can the teacher working with the children in their school learnings work with the parents in identifying significant home learnings that contribute to the school learnings?

7. To what extent, if any, shall a teacher plan definitely to pass on to parents such teaching skills as would serve to keep home learning and school learning consistent? e.g. in reading, mathematics, writing, etc.? If desirable to do, how shall it be done?

8. How can Center workers representing different specialized fields discover the information, skills, which parents might find useful and welcome?

9. How can parenting skills be defined in depth and in practical terms so that they can be identified in daily parenting?

School procedure and program for children's learning

1. What, if any, of the work in the school subjects shall be uniform for all children? If any, at what ages, or level of development? In what subject matter?

2. How shall the individual child's characteristics, needs, abilities, interests, and accomplishments be identified? Is it desirable that they should be?

3. Is it agreed that there should be systematic teaching of school subjects? If so, when and how should this begin? Should it be uniform for all or on an individual basis?

4. How much inter-mingling of ages among the children is desirable? What shall guide this decision? Shall this be a fixed policy? Left to the discretion of the teacher? Left to the free choice of the children? Allowed to evolve on an individual basis?

5. In how far shall there be free movement of children from one teacher to another? Of teachers from one group of children to another? Of individuals from one teacher to another (as differentiated from movement of one group to different teachers)?

6. Within what limits, if any, shall the children have free choice of activity?

7. In what areas, if any, shall the work with the children be structured for learning?

8. If there is free movement of children, wide opportunity for choice of activity, free movement of teachers, individual work, by what means shall progress in learning be assessed?

9. On what basis shall grouping of children be done? To what extent shall grouping be fixed for a period of time? Temporary with a day? Only for some special purpose?

10. How shall the school program of activities for children be planned so that the purpose of "effective learning and mental health" shall be achieved?

11. How shall teaching method be determined? e.g. method of teaching reading, use of programmed instruction, etc. Shall this be left to discretion of teachers? Made a matter of overall policy? Decided in consultation with parents?

12. What guide lines, if any, shall be provided for teachers as relates to planned experiences for the children such as field trips, bringing in a resource person for some special experience such as showing how weaving is done, etc.? Shall this be left to the teacher? Arranged with the administration? Cleared with the administration?

13. What shall be the guide lines for the program with the children under "school" entrance age?

14. What shall constitute an educational program for infants and toddlers as differentiated from "care"?

15. What is a continuing educational program for children from infancy through seven?

16. What are the identifiable learnings of infants?

17. What shall "learnings" be taken to include?

School organization

1. When shall school "begin" for the children? Shall there be a fixed age? A time of year? A stage of development? If the latter, how shall it be assessed?

2. What hours shall school be in session?

3. What shall the children be expected to do when school is "out" for the day? Go home? Have other activities at the Center? Join parents who may be participating in some Center activity?

4. Shall the Center day perhaps be thought of as a continuum with school a designated part of it with specified hours?

5. What shall be the length of the school year? Nine months? Twelve months? Shall it be the same for all children or modified for some? If the latter, on what basis?

6. On what basis shall a child be enrolled as entering school? Or shall he be formally enrolled?

7. What shall be the policy regarding the children's school attendance? Shall they be expected to attend regularly daily? As the parents decide? Perhaps part days for some? Perhaps part of a week for some?

8. Shall the school day be uniform for all? If shortened or lengthened for some, on what basis?

9. What provisions shall be made for the children of working mothers as to length of day, services given, as differing from those of non-working mothers?

10. What shall be the policy concerning drop-ins (child brought in for a few hours while mother shops, or is otherwise occupied?)

11. What shall be the procedure for enrolling a child for school? Parent interview? Tests? (If so, what ones) what information, if any, shall be recorded for permanent files?

12. What shall be the procedure at the time the Center opens for enrolling children who are more than of the age designated as school entrance age, e.g. four or more?

13. When the Center first opens shall it be for all who wish to come on the opening day? Staggered on some pre-arranged basis? If the latter, what basis, and how managed?

14. How shall parents be kept apprised of their children's school progress? By reports? If so, what kind? Shall grades be given? If not, how shall progress be indicated?

15. What shall be the plan for vacations? Must they be uniform for all? Might they be arranged at convenience of parents? Might school be in continuous session with vacations for children and teachers staggered? Other plan?

Center activities

1. To what extent, if any, shall the Center facilities be available for training in child rearing for Junior and Senior high school students? (Since some families may also have children older than seven, this touches on immediate family relationships.)

2. In how far should the Parent-Child Center function as a family center?

3. Should advice and counsel at the Center be available on call? At all hours? If so, how managed?

4. How can the knowledge and skills of professional workers at the Center be made acceptably available to parents?

5. Might the Center help parents arrange for exchange of service of infant furnishings; children's clothes; children's furniture; baby sitting; child care in an emergency?

6. What, if any, instruction shall there be for parents who wish it, in sewing; bridge; child care; music; writing; vocational training; personality development; use of leisure time; current affairs; cooking; and anything else that might be wanted?

7. Might the Center activities include:
    - Home loan of toys, children's books, records?
    - Baby sitting arrangements? Home care arrangements in family emergency?
    - Central purchasing service for children's books, records, and the like?

8. What provisions shall there be for meeting the needs of working mothers as differing from non-working?

9. What part, if any, shall the Center play in providing or helping parents provide their own recreational activities?

10. Should or should not the Center provide for individual use of its facilities such as sewing machine, typewriter, tape recorder, computer, musical instruments, showers, etc.?

11. What, if any, provision shall be made for the care of infants and children or two or three whose parents may wish to leave them for either stated or irregular periods of time?

12. If such care as suggested in #11 is provided, what, if any, limitations will be set up for its use?

13. If such care as suggested in #11 and #12 is offered, will parents be expected to pay a fee for it or will it be considered a part of the public school service?

14. If it should be decided to provide "child care" as one of the services of the Center, either for working or non-working mothers, (who want it for one reason or another):
    - Would this be as a group apart from the other more educational services?
    - What provision would insure not having more at any one time than could be properly cared for?
    - What limitation, if any, would be placed on the length of time a child could be kept any one day?

Note: It should be understood that items 11-14 refer to the possible service that some parents may wish where a child could be left at the Center with the Mother not present and not participating.

15. How shall differentiation be defined between child care and an educational program? Shall such differentiation be made? If so, how shall it be made clear to parents?

16. What shall be the policy on services for infants and young children whose mothers are working full time? Part time? Regularly? At intervals?

17. To what extent, if any, shall the Center serve as an observation center for students from various departments of the University? Of other colleges? For high school students?

18. To what extent, if any, shall the Center provide opportunity for practical experience for University students? On a practice basis? On an internship?

19. With sights set on the stated purpose of the Parent-Child Center, what shall be the specific basis for accepting or rejecting innovative services or procedures which may be observed elsewhere or devised as planning progresses?

Note: For this stated purpose referred to, see page 2 of Proposed Plan as submitted the NIMH committee.

20. With the purpose above mentioned in mind, is it reasonable, feasible, desirable, to stipulate that only such services shall be provided by the Parent-Child Center as shall "effectively promote learning and mental health."

Staffing

1. What fields of specialization shall be represented on the staff?

2. What shall be the specific qualifications for those in each of these areas (including custodial staff)?

3. What proportion shall there be of male and female? Is this point of any importance?

4. What, if any, advantage or disadvantage is there in having workers of approximately the age of the majority of the parents? Older, younger? Both? Grandparent age?

5. What, if any, special provision should there be for work with handicapped children?

6. How many Center workers should there be considering the services for children from infancy through seven and for parents?

7. Should Center workers be on call to the homes? If so, on what basis?

8. Might some parents, no professionally trained, but with special skills, be on the staff for some given service, e.g. to make home contacts?

9. Shall Center workers be expected to work on the basis of a continuing and contractural basis of time, (a year, nine months, or other) or might they move in and out of the program at intervals, perhaps alternating a period of teaching with a period of study; perhaps working a month, then taking a week for visits to some other program outstanding in one or another special field; perhaps taking a day off each week?

10. What use, if any, might be made of outside resource workers, e.g. for work with the children, or work with the parents for a given time in some special area?

11. How shall the staff be recruited?

12. What, if any, use shall be made of teacher aides? If such are used, on what basis shall they be selected? From what source? Parents? College students? High school students? Persons doing internship teaching? What shall be their qualifications?

13. What, if any, use shall be made of aides in other areas than the school? How selected? From what source?

14. Shall there be special teachers for such areas as music, art, perhaps science, dance, physical education, language other than English, or shall the teacher be expected to handle any one or more of these as a part of the regular teaching? If there are special teachers, how shall they be provided? From these serving the elementary school? If so, what assurance shall there be that they understand young children? Might it be that parents skilled in some special line would provide the service? On what basis, as part of their participation or on a part-time paid status?

15. Shall there be special teachers for work with the handicapped children, or shall all of the children be together and provisions made for such individual needs as there might be?

Staff learning

1. By what means can staff workers become increasingly conversant with and understanding of the work being done by each in his, or her, area of specialization?

2. How can a continuum of learning be provided for Center workers?

3. How can Center workers be helped to understand their own motivations? Parent motivations? Children motivations?

4. How can Center workers be helped to become increasingly familiar with and skilful in the use of the principles and techniques of group dynamics?

5. How can workers broaden their limits of acceptance of parents with different points of view; with varying response to the Center activities and opportunities; divergent patterns of family living; varied attitudes toward their children, etc?

6. How can Center workers gain insight into the skills that make for effective parenting?

7. How can Center workers become comfortable with different patterns of parenting? Accepting of the fact that varied kinds of parenting can be effective?

8. How can Center workers be helped or help themselves to become increasingly aware of the factors involved in human relationships; increasingly alert to evidences of these factors in operation and the relations resulting; increasingly perceptive of their own reactions and their effects on relationships with parents and children?

9. How can Center workers come to a perceptive understanding of individual parent's problems as they see them? Can he (she)? Should he (she)?

10. How can a teacher become increasingly sensitive to the impact of children's feelings on their school learnings? To the impact of parents' feelings on the children's feelings and thus on their school learnings?

11. How can each teacher be helped to assess his, or her, own individual capabilities, interests, talent, and gear work with the children and the parents accordingly? Is this desirable?

12. How can a teacher come to an understanding of each child's characteristics and of his school learning progress as the parents, each of them, see it?

Center organization

1. What provisions should there be for orientation of Center workers to a Parent-Child program such as is proposed?

2. What provisions, if any, shall there be for orientation of Center workers in the various different fields of specialization either represented on the Center staff or likely to be drawn upon in achieving the purposes of the Center?

3. What kinds of records shall be kept as related to parents, family situation, children, center operation? By whom shall they be kept? To whom shall they be available?

4. What provision shall there be for interchange of information, suggestions, recommendations, and useful ideas among Center workers?

5. What information shall be asked for from parents regarding themselves, their child or children, the family living prior to their entering into the Center activities either through their own participation or the enrollment of their child in school? Should such information be asked for? If so, by whom shall such information be secured? To whom shall it be available?

6. When a new family moves in what, if any, contacts shall be made? By whom? On what basis? e.g. telling about the Center, inviting visiting, suggesting participation, etc?

7. By what means shall coordination be achieved in services to parents? In parent participation?

8. What arrangements should be made with community agencies for referrals to and from? How shall these be coordinated at the Center? On what basis should referrals be made by the Center? Received by the Center?

9. What shall be the policy regarding the use of Center facilities by persons who wish to demonstrate some particular method of teaching; or experiment with some theory; or carry on some special piece of research (other than through University affiliation)?

10. What records shall be kept of Center operations? Written, movie, tape, etc.?

11. By what means shall it be assured that there is a sound basis for program evaluation?

12. By what means shall it be arranged so that the visitors who can be expected shall understand the purposes of the Center, how it operates, and why, and at the same time allow Center work to proceed normally?

Relationships

1. What shall be the connecting links between the Parent-Child Center and the school of which it is an integral part?

2. To what extent, if any, and how so, shall the Parent-Child Center establish relationship with the community as a whole? e.g. in inviting involvement of interested persons from other neighborhoods, disseminating information useful to other parents of young children, providing for attendance at group meetings, discussion groups, exhibits, demonstrations, guided observation?

3. Or shall the Parent-Child Center be a self-contained unit for the specific neighborhood in which it is set up?

4. If it serves the wider function, how shall this be organized and administered?

5. By what means can the program be interpreted to the public? To other community agencies?

6. What lines of communication shall be set up with other community agencies?

7. To what extent shall the scope of the Center's activities be a matter of consultation with other community agencies?

8. What kind of contact, if any, should there be with the community in general during the initial planning stages? As a program begins to take shape? As initial contacts are made with parents?

9. What kind of continuing Center-community communication should be provided for?

10. To what extent, if any, will the Center workers be included in overall school planning? In policy making that involves the parents' and children's program?

Evaluation of progress

1. How can the continuum of learning be assessed? For children? For parents? For center Workers?

2. By what means can the Center get an honest feed-back from parents both as to their own experience and their children's?

3. By what means can there be a feed-back from others concerned with the program? School board? Community agencies? The community at large? How much of such feed-back is desired?

4. By what practical means can the Center workers assess the effectiveness of their own work?

5. What instruments can be devised to specifically and definitely evaluate the results of a program for parents and children as it progresses?

3

What is good (advantageous, beneficial, desirable, helpful, useful) for Center workers to know, to feel, to do?

WHAT IS GOOD (ADVANTAGEOUS, BENEFICIAL, DESIRABLE, HELPFUL, USEFUL) FOR CENTER WORKERS?

In raising the questions of HOW to accomplish the purposes of the Parent-Child Education Center it became obvious, as would be expected, that staff personnel would be of key importance.

It was decided to raise the same question as was done with reference to parents and children, asking now, "What is good for Center workers" and organizing the items similarly under TO KNOW, TO FEEL, TO DO.

This listing follows. It is a general listing covering all workers. No effort has been made to indicate any areas of specialization. However, as one reads, it will be obvious that one or another is indicated.

It is recognized that the listing is far from complete and many items will be suggested as discussion of planning progresses. As it stands, it should be taken as suggestive and as indicative of the Committee's line of thinking to date. (Aug. 15, 1967)

WHAT IS GOOD (ADVANTAGEOUS, BENEFICIAL, DESIRABLE, HELPFUL, USEFUL) FOR PARENT-CHILD CENTER WORKERS

TO KNOW?

To know the basic facts of child development from infancy through seven.
To know the basic details of physical care of children from infancy through seven.
To know the specific community agencies which can be of help to parents on various aspects of physical care.
To know facts concerning points about which parents are likely to be concerned, e.g.

- the foods suitable for different ages
- pros and cons of mechanical bottle feeding (holders vs. holding the baby to feed)
- when teeth are likely to erupt
- signs of teething
- pros and cons of pacifiers
- types of children's furniture desirable
- points to observe in selecting child's bedding
- details of points to note in shoe fitting
- pros and cons of naps at different ages
- when walking is likely to begin---talking
- what to do about eating difficulties, thumb sucking, toilet training difficulties, head thumping, etc.

To know details of food selection and preparation.
To know books suitable for children of different ages.
To know points to suggest to guide parent selection of books, toys, records.
To know how to interpret child's learning process to parents.
To know where to turn parents for help on various questions where community help is available.
To know which staff member can give the help an individual parent may want.
To know practical details of household management.
To know how to explain to parents the way one is working with his child.
To know how to help a child learn to read.
To know the teaching aids suitable for different needs.
To know how to carry on a group discussion.
To know how to help parents be successful in their participation.
To know how to explain and interpret the purposes of the Center to parents.
To know how to help children develop skill in use of hands, body, ideas, materials.
To know how to utilize children's day to day interests in their school learnings.
To know how to open up new interests to the children suitable to their development.
To know how to arrange space the children use so that it is daily functional and contributes to their learning.
To know practical suggestions to give parents who want help on teaching their children obedience, responsibility, respect, good manners.
To know how to plan for the children's school learnings.
To know how to help parents participate in different Center activities.
To know how to help parents recognize developmental changes in their children, e.g. budding abilities, changing interests, growing skills, bits of learning.

To know how to help children behave themselves willingly.
To know how to guide the children in understanding and use of mathematical symbols, facts, and operations as they are ready.
To know science in its various aspects and how to open it up to children utilizing their experiences and interests.
To know how to help children express themselves.
To know the subject matter and skills the children should be learning as befits their growing.
To understand the ways of control of children contributing to mental health and the ones to avoid as inimical thereto.
To know how and where to order materials and equipment.
To know how to plan a day's schedule for school learnings.
To know suitable stories to tell to the children, records, suitable to age and interest, books also.
To know the subject matter suitable for the children as they grow.
To understand how children learn.
To know the work habits useful for children to form.
To understand what work habits are suited to different stages of growing.
To know how to select instruments for the children's music experiences.
To know how to make parents feel at ease.

WHAT IS GOOD (ADVANTAGEOUS, BENEFICIAL, DESIRABLE, HELPFUL, USEFUL) FOR PARENT-CHILD CENTER WORKERS

TO FEEL

To be aware of the continuum of growth from infancy on.
To feel an interest in the development from infancy through seven, especially, and to feel general interest in development from seven on.
To be alert to individual parent's concern about child's development, e.g. should he be walking? Why isn't he talking? Shouldn't he be reading?
To recognize signs of speech difficulty.
To be sensitive to parents' feelings about what they see as problems.
To care about parents as people.
To feel respect for parents' skills in bringing up their children.
To recognize special skills of different parents in bringing up their children.
To feel comfortable with parents.
To be willing to listen to parents talk about their children.
To recognize both father's and mother's place in child's living.
To feel comfortable in accepting different family living patterns.
To recognize the characteristic reactions of children which are the beginnings that lead into reading, mathematics, and other school subjects.
To be willing to know about the children before usual school entrance age.
To be sensitive to individual parents' ambitions for their children.
To feel an interest in parent learnings as well as children's learnings.
To be willing to reassure parents.
To be willing to work in a fluid flexible situation without the usual grade-age-room school plan.
To be alert to the factors that make for mental health.
To be willing to work in a flexible program.
To be sensitive to individual family situations.
To want parents to tell about their child as they see him.
To be alert to signs of readiness in individual children for various learning experiences, e.g. begin learning to read, etc.
To be willing that children should discover.
To be alert to individual child's need to be in a group; to have time alone; to have individual help in some area.
To be willing to take leadership in work with parents in easy friendly way.
To feel respect for the dignity of both parents and children.
To be willing to plan and work with other staff members.
To be sensitive to details that make an attractive setting for the children's learning.
To be willing that parents and children should have a part in planning
To be willing to talk over plans, activities, ideas with other staff members with a view to understanding each other's special area of work.
To be willing to explore ways of accomplishing the purposes of the parent child center.
To want learning to be enjoyable.
To be willing to learn from parents.

To be willing to consider suggestions from administrator, other staff workers, consultants, parents, children.
To enjoy reading to the children.
To be alert to the possibilities of giving depth of meaning to the children's experiences.
To be alert to the knowledge and information different children have.
To be alert to opportunities to help children add words to their vocabulary.
To be alert to the work habits the children are forming.
To be aware of the qualities one wants to help the children learn in their school living.
To be willing to have parents coming and going in the Center.
To want to establish friendly relationships with parents.
To be willing to explain to parents what one is doing in the school situation with their child.
To recognize parents' need for interests apart from their children.
To care how parents feel.
To recognize home-school learnings as interrelated.
To recognize that different families work from different basic values and to be willing that they should.
To enjoy children.
To enjoy parents.
To be willing that child should begin reading when he is individually ready whether it be before the usual time or after.
To be willing that children's learning should go on in flexible groupings.
To recognize learning as a continuum from home to school, from day to day, from experience to experience.
To enjoy helping children to learn.
To recognize when some concept child has formed is inaccurate.
To be willing each child should be the individual he is.
To feel respect for children as individuals.
To be aware of the learnings suitable as growing progresses.
To be alert to the effect of family crises on child.
To be willing to talk with parents about what they want to.
To be willing to consider problem as parent sees it.
To be aware of the controls one is using and their effect on the child.
To recognize the importance of willing obedience to reasonable expectations.
To be willing to visit in the homes when it seems appropriate.
To be alert to the mental health needs of the children.
To be aware of the qualities different parents are emphasizing with their children.
To be sensitive to individual children's reactions to others and to the social attitudes they are forming.
To be sensitive to individual parent's feelings about themselves as parents.
To be sensitive to what individual children want to talk about.
To be alert to children's interests in making, constructing, creating.
To be sensitive to the importance of children's play in their growing.
To care about what different parents want their children to get from school.
To want children to enjoy reading.
To be willing to work in a situation where traditional promotions are not carried on, in case they are not.
To be sensitive to each child's feelings of "I can" and "I can't".

Workers
To feel

To feel respect for children's curiosity.
To be sensitive to what seems to individual children to be important;
 to what seems to individual parents to be important.
To respect children's ideas.
To want the children to like school.
To want the parents to be interested in the children's school learnings.
To want parents to feel at ease.
To respect individual parent's equivalent of academic education.
To be accepting of parents' use or non-use of Center resources.

WHAT IS GOOD (ADVANTAGEOUS, BENEFICIAL, DESIRABLE, HELPFUL, USEFUL) FOR PARENT-CHILD CENTER WORKERS

TO DO

To consider basic facts of child development in working with the children; in talking with parents about their children and their rearing.

To provide parents who wish it, basic information on the physical care of infants and children through seven.

To keep informed on current research pertaining to family living, to rearing of children, to children's learning, to methods of work with parents or children.

To gather together and have at hand practical suggestions for meeting difficulties that parents commonly ask about.

To keep up to date on children's books, records, toys, furnishings, and any equipment incident to care and guidance of infants and children through seven.

To listen when parents want to talk about their children.

To be courteous and polite to both parents and children.

To listen to other staff member's ideas.

To make use of whatever teaching aids might be helpful in the children's learnings and to keep informed on what is available.

To plan definitely so that each child's learning progresses as befits that child.

To pass along to parents such practical suggestions as they want on teaching obedience, responsibility, good manners, etc.

To help children to speak clearly; to listen to others; to put their ideas into words; to understand the meaning of many words; to comprehend what is said.

To help the children as they are ready to learn to read and enjoy it; to understand number uses; to gather scientific facts from experience.

To provide the children with varied activities suitable to their development.

To plan and provide ways by which parents can get the help they want, e.g. interview, group meeting, books and magazines, referral to some specialist, home visit, and other ways that may be devised.

To so guide the children in their experiences at the Center that they accept reasonable authority.

To provide the children with varied activities suitable to their development.

To arrange learning groups and experiences for the children as their development indicates.

To be good natured and friendly with both parents and children.

To utilize everyday near at hand situations and materials for teaching purposes.

To clarify children's hazy concepts as befits the individual stage of growing.

To make plans that bring stories, music, books, science, into the children's experiences at school.

To talk with parents about their children's home learning and school learning continuum.

To maintain contact with individual parents.

To make a wide variety of experiences available to the children.

Workers
To do

To guide the children so that the school living is orderly with the rights of all respected.
To so guide the school living that both parents and children feel a part of it.
To maintain control of the school living in such a way that it can go on easily, naturally, informally, purposefully.
To plan definitely so that learning in the various school areas will take place.
To keep such records as indicate children's progress in school learnings.
To keep such other records as may be necessary in the various areas of service and as the administration may indicate.
To acquaint parents with the children's progress.
To plan the day's schedule so that the children are busy but not pushed nor harassed.
To help the children in school learn subject matter and to develop skill in using it.
To keep abreast of current developments in one's own field of specialization.
To keep parents aware of the subject matter the children are learning in school.
To devise own teaching aids to fit the specific situation and children if others are not available.
To tell parents how various home experiences they provide, feed into the children's school learnings.
To guide the children in using good manners with those around easily and naturally.
To speak clearly, distinctly, and accurately to the children.
To talk with parents about the importance and significance of the children's play and to help them see the learning in it.
To help the children respect people as people.
To provide a safe, sanitary environment.
To provide for active physical play.

APPENDIX C

ANNOTATED REVIEW OF RESEARCH

WHY A PARENT-CHILD EDUCATIONAL CENTER

FOREWORD

In Section I of "An Account of the Planning for the Parent-Child Education Center of the Terra Vista Public School, Litchfield Park, Arizona", and again in Section II, Page 35, mention is made of the research relating to the development, learning, and mental health in early childhood, and to the various components of the Parent-Child Education Center, which will indicate validity of the basic premises and suggest direction for planning.

As mentioned at the close of Section II, Page 36, the review therein indicated was in the process of being organized under categories usable for quick reference. As the work progressed, those tentatively outlined there were slightly changed to the following:

I. Why a Parent-Child Center?

II. What is Good for Parents (helpful, useful, desirable) to Know, to Feel and to Do.

  A. Physical care of children (feeding, sanitation, sleeping, safety, toilet training, development, etc.)
  B. Frequently-encountered problems of the young child (thumbsucking, tantrums, stuttering, sibling rivalry, etc.)
  C. Basic knowledge of parenting which will produce mental health in children: self-image, love, serenity, independence, etc.)
  D. Value of play and materials for play.
  E. Effect of punishment on the child - whole area of discipline.
  F. Effect of family relationships on behavior.
  G. Home-school relationships.
  H. Sex-role learning by children.

III. What is Good for Children as Related To:

  A. Social Development
  B. Personality Development
  C. Cognitive Development
  D. Influences on Learning
  E. Adjustment in School

It is under these headings as here numbered, and with annotations, that the research references appear.

In carrying on the review, the headings gradually evolved rather than being initially determined. The references fell into groupings useful in following through on various facets of a parent-child program. This accounts for what may appear to be some overlapping, but leaves the groupings in what seems to make for easy reference, both during the period of planning, and later as the work gets under way.

As one examines the headings of Category III, "What is Good For Children," question may arise as to the omission of physical development. This will be found in Category II related to physical care. Question may also be raised as to the two headings in Category III "Influences on Learning" and "Cognitive Development". The former relates primarily to procedures in work with children in groups, and the latter to intellectual development.

As indicated on Page 36, Section II, of "An Account of the Planning for the Parent-Child Education Center of the Terra Vista Public School, Litchfield Park, Arizona", it is recognized that the bibliography representing the research review is only a beginning, with additions to follow as unanswered questions arise, or as consultants and committee members suggest other pertinent findings.

CATEGORY I

Why a Parent-Child Center

REVIEW OF RESEARCH

I. WHY A PARENT-CHILD CENTER?

1. ________. An early school project. The Baltimore City Public School, Dr. George B. Brain, Superintendent of Public Instruction, Initiator.
   The Baltimore City Public Schools, by means of an experimental project, attempt to determine whether early admission to the school can overcome barriers to learning which environmental factors seem to impose.

2. AUSTER, D., & J. MOLDSTAD (Indiana Univ.). A survey of parents' reactions and opinions concerning certain aspects of education. J. Educ. Sociol., 1957, 31, 64-74.
   In a study designed to gain information regarding audiences in several Indiana communities watching an educational television program results were noted relating to educational procedures.

3. AUSUBEL, DAVID P. Theory and problems of child development. New York: Grun & Stratton, 1958, xiv 650p.
   This new book by Ausubel is an important contribution to the much needed revitalization in the field of child development.

4. BARUCH, D. W. When the need for war-time services for children is past - what of the future? J. Consult. Psychol., 1945, 9, 45-57.
   A review of war-time child care services reveals many individual, familial and national benefits .... child care centers have "shown themselves worthy of continuing to serve children and parents in the postwar world, not as facilities set apart and outside of what is commonly done for children and parents, but as a well-integrated and cohesive part of what all the schools of the nation must eventually undertake."

5. BERLIN, I. N. (Univ. Calif. Sch. Med., San Francisco). Some learning experiences as psychiatric consultant in the schools. Ment. Hyg., N.Y., 1956, 40, 2115-2361.
   The manifold tasks of the psychiatric consultant in both a city and county school system are discussed.

6. BOWER, ELI M. (Nat'l. Inst. Mental Health). Mental health in education. Review of Ed. Research, 1962, 32 (5), 441-454.
   Emphasis recently has been on the positive aspects of mental health. One cannot readily separate the nature of the child's learning experiences in school from his total growth as a personality.

7. BRIM, ORVILLE G., JR. (Russell Sage Foundation, N.Y.C.). The parent-child relation as a social system: I Parent and child roles. Child Development, 1957, 28, 343-364.
   This article considers the differences in data from numerous studies of parent and child behavior with respect to five analytical distinctions derived from role theory.

8. **BRIM, ORVILLE G.** (Russell Sage Foundation, N.Y.C.). Education for child rearing. Psy. Absts., 35, 1961, 1171-
A study of parent education, its nature, aims and effectiveness. Selection of content in parent education.

9. **BRIM, ORVILLE G., JR.** (Russell Sage Foundation, N.Y.C.). The sources of parent behavior. Children, 1958, 5, 217-222.
The author discusses the effectiveness of parent education: cultural values, interpersonal and social controls, group structural determinants, intrafamily participation, ecological and physical factors and conclusions.

10. **D'EVELYN, KATHERINE E.** Meeting children's emotional needs. New York: Prentice-Hall, 1957, x+176p.
Mental hygiene principles are presented in easy-to-understand outline for the benefit of teachers and other school personnel.

11. **DEUTSCH, MARTIN.** (Scientific Motivation and Scientific Attitudes Consultants, N.Y.C.). A research approach to family diagnosis and treatment. Marriage Family Living, 1958, 20, 140-145.
Outlines a program of research which could be appropriately undertaken by a large family casework or counseling agency...research concerned primarily with development of objective systems for the description of family behavior and the use of these systems prognostically and therapeutically in the treatment of disturbed family relationships.

12. **DUVALL, EVELYN MELLIS.** International conference on the family. Marriage Family Living, 1961, 23, 12-14.
A brief report of content and proceedings is presented for the First International Family Life Conference held in New York City August 23-26, 1961.

13. **FAEGRE, MARION L., JOHN E. ANDERSON, & DALE B. HARRIS.** Child care and training. (8th Ed.). Minneapolis: Univer. of Minnesota Press, 1958, ix+300p.
This is a completely revised edition in keeping with current concepts of a child's development and growth.

14. **FRANK, LAWRENCE K.** What families do for the nation. Am. J. Sociol., 1948, 53, 471-473.
The family is the only socially recognized relation for childbearing and the essential agency for child rearing, socialization, and introducing the child to the culture.

15. **GESALL, ARNOLD.** (Yale U., New Haven, Conn.). Pestalozzi and the parent-child relationship. Crianca Portwg., 1945-46, 5, 211-215.
Pestalozzi stated: "A man's domestic relations are the finest and most important of his nature....The home is the true basis of the education of humanity."

16. **HEFFERNAN, HELEN,** (Cal. State Dept. of Ed., Sacramento) and others. The organization of the elementary school and the development of a healthy personality. Calif. J. Elem. Ed., 1952, 20, 129-153.
Specific school practices (grade placement, departmental teaching, reports to parents, grade standards, "articulated program of instruction are discussed."

17. HOFFMAN, MARTIN L. & LOIS WLADIS HOFFMAN (Eds.). Child development research. Society for Research in Child Development, New York: Russell Sage Foundation, 1964, Volumes 1 & 2.

Without undermining the integrity of the original research, the contributors have selected and interpreted the relevant material in reference to the practitioner's needs.

18. HUGHES, MARIE M. Whither evaluation. Educ. Leadership, 1958, 15, 208-212.

The need for clear understanding of the educational goals and values is stressed in order to living focus upon the conditions that foster the growth of the individual and the welfare of all.

19. KAGAN, JEROME & HOWARD A. MOSS. (Fels. Res. Inst. Yellow Springs, Ohio). Parental correlates of child's IQ and height: a cross-validation of the Berkeley growth study results. Child Development, 1959, 30, 325-332.

In a previously reported paper Bayley found that the relationship between (a) parental height and child's height, and (b) parental education and child's mental test score increased with age. However, maternal education was a better predictor of the preschool child's IQ than was paternal education. Present paper summarized similar data for the Fels Research population.

20. KLEBANOFF, LEWIS B. & ARTHUR J. BINDMAN. The organization and development of a community mental health program for children: a case study. Amer. J. Orthopsychiat., 1962, 32 (1) 119-132.

The development of a Community Mental Health Program for Children in Massachusetts is described.

21. LANE, HOWARD A. (New York U.). An education-centered community can care for children. J. Educ. Sociol., 1947, 272-280.

The measure of the quality of society is the care it gives its children.

22. MARGOLIN, JOSEPH B. (George Washington Univ., Washington, D. C.). Education in the seventies - a study and description of model school systems in the next decade, utilizing computer assisted instruction. Washington, D. C., Res. in Ed., May, 1967, 5, p. 3.

A traveling seminar of 16 to 20 educators and scientists will be conducted to review recent developments in computer-assisted instruction and to formulate long-range educational research plans relevant to CAI.

23. MEAD, MARGARET. Changing patterns of parent-child relations in urban culture. Int., J. Psycho-Anal., 1957, 38, 369-378.

Compares parent-child relationships in industrialized and primitive cultures.

24. MEAD, MARGARET. (American Museum Natural History, N.Y.). The pattern of leisure in contemporary American culture. Ann. Amer. Acad. Pol. Soc. Sci., 313, 11-15.

Formerly a rhythm existed between work, to be rested for, and leisure, to be earned. Recently the center of existence has been shifting to the home, enjoyment of which and participation in which is now the purpose of work.

25. MEAD, MARGARET. Mental health and the wider world. Amer. J. Orthopsychiat., 1962, 326, 1-4.
Comparing the focus of the World Federation for Mental Health in 1948 and 1961 indicates that we now recognize much more fully "that the acute problems of the individual identity cannot be separated from the problems of the wider identities of the community and nation".

26. MEAD, MARGARET. (Museum Natural History, N.Y.C.). Questions that need asking. Teach. Coll. Rec., 1961, 63, 90-93.
Do our educational aims and programs have to be as they are? What would happen if we asked, absolutely, freshly, why in the 1960's we should have schools at all, and for what, for whom, at what time, for how long, instead of involving ourselves over and over in pendulum swings between one hoary and unsatisfactory solution and its opposite?

27. MEYER, WILLIAM. (Syracuse University, New York). Early childhood education center. Res. in Ed., May 67, 5, EP, 010, 573, p. 5.
A regional center for planned research activities on ECE will be created.

28. MONTAGUE, ASHLEY. (321 Cherry Hill Rd., Princeton, N.J.). Culture and mental illness. Amer. J. Psychiat., 1961, 118, 15-23.
The results of the ethno-psychiatric interdisciplinary approach to the study of mental health and illness is discussed in terms of the influence of culture on mental illness and the influence of mental illness upon culture.

29. MURPHY, GARDNER. (Menninger Found., Topeka, Kans.). New knowledge about family dynamics. Soc. Casework, 1959 (July), 40, 363-370.
World order may bear down upon and remold our family life into new focus, but also, to some small degree, in reciprocal action, changes in family life may alter human destiny in the world arena.

30. MURPHY, LOIS BARCLAY. Effects of child-rearing patterns on mental health. Children, 1956, 3, 213-218.
Mental health and mental disturbance are the resultants of a complex and varied group of influences both from within and without the individual child. The author discusses: (1) The complex phenomenon; (2) Cultural influences; (3) Stress producing factors, and (4) Strength building factors.

31. OJEMANN, RALPH H. (State University of Iowa). Basic approaches to mental health: the human relations program at the State University of Iowa. Personnel Guid. J., 1958, 37, 199-206.
A discussion of the aims and practices of the Preventive Psychiatry Research Program at the State University of Iowa, a joint effort of teachers, guidance workers, and research investigators.

32. __________. The role of the community in the mental health program of the school. Yrbk. Nat. Soc. Stud. Educ., 1955, 54, (Pt. 2), 125-144.
The part which the community can play in the school mental health program is discussed.

33. __________. How to work with parents in preventing delinquency. In N. B. Henry, The 47th Yearbook of the NSSE, Part I, 172-190.

Delineated herein are plans for working with parents of the delinquent child, and with parents before the child becomes delinquent.

34. OLSON, WILLARD C. (Univ. of Mich., Ann Arbor). Experiences in growing. J. Nat'l. Educ. Assn., 1947, 36, 502-503.

The teacher and her classroom procedures must afford opportunity for new experiences if the child is to attain his maximum growth.

35. __________, & WILLIAM W. WATTENBERG. The role of the school in mental health. Yrbk. Nat. Soc. Studies Educ., 1955, 54, 124p.

This report constitutes a basic orientation for the teacher who wishes to determine what can be done in the classroom to provide sound mental hygiene for her students.

36. PRESCOTT, DANIEL A. The child in the educative process. New York: McGraw-Hill, 1957, xiii+502p.

This volume represents an attempt by Prescott to share his many years of experience in the in-service training of teachers.

37. ROGERS, CARL R. (University of Wisconsin). The place of the person in the new world of behavioral sciences. Personal Guidance J., 1961, 39, 442-451.

The behavioral sciences will permit two choices in the use of knowledge: first, the inslavement, control, and depersonalization of people: second, the utilization of knowledge to free men.

38. SPOCK, BENJAMIN. (Rochester, Minnesota Child Health Institute). Schools are a fertile field for mental health efforts. Child., 1950, 15, 10-11, 39.

Surveys the field of mental health efforts in the schools and the variety of approaches being developed. Recommended as most effective a combined approach involving psychiatric team, clinical psychologists, counselors and counseling teachers, social workers and nurses.

39. STODDARD, G. D. What the kindergarten and nursery school have in store for parent and child. Child Welfare Pamphlets No. 17, Bull. State University, Iowa, New Ser., 1933, No. 694, p. 7.

The aim of the nursery school is to assist parents in bringing their young children to the highest level along lines of physical, mental, social and esthetic development, offerings of the kindergarten and nursery school are discussed under several categories.

CATEGORY II

A. Physical care of children (feeding, sanitation, sleeping, safety, toilet training, development, etc.).
B. Frequently-encountered problems of the young child.
C. Basic knowledge of parenting which will produce mental health in children.
D. Value of play and materials for play.
E. Effect of punishment on the child - whole area of discipline.
F. Effect of family relationships on behavior.
G. Home-School relationships.
H. Sex-role learning by children.

II. WHAT IS GOOD FOR PARENTS (HELPFUL, USEFUL, DESIRABLE) TO KNOW, TO FEEL, AND TO DO.

A. Physical care of children (feeding, sanitation, sleeping, safety, toilet training, development, etc.).

1. BALDWIN, ALFRED L. An analysis of children's eating habits. J. Pediat., 1944, 25, 74-78.
   An unselected group of children were studied as to the relationships of eating habits, home background, and social adjustment.

2. BALDWIN, B. T. The physical growth of children from birth to maturity. Univ. of Iowa Stud. in Child Welfare, 1921, pp. 441.

3. BRACKBILL, YVONNE (Ed.). Research in infant behavior: a cross-indexed bibliography. Williams & Wilkins, 1964, xi 281p.
   The editor of this volume states that the work was prompted by the following factors: (1) the enormous growth in the amount of research in infant behavior; (2) the scattered nature of the reference literature on this research; (3) the lack of secondary reference sources, and, finally, (4) the basic importance of avoiding unintentional duplication in infant research.

4. BRECKENRIDGE, MARIAN F. (Merrill-Palmer School, Detroit, Michigan). Food attitudes of five-to-twelve year old children. J. Amer. Diet. Assn., 1959, 35, 704-709.
   Fifty-one children reported likes and dislikes among a group of 25 foods prior to following a five-week camping experience.

5. BUHLER, K. The mental development of the child: a summary of modern psychological theory. New York: Harcourt, Brace, 1930.

6. CALDWELL, BETTYE M. (State U.N.Y., Upstate Med. Ctr., Syracuse) & ROBERT H, DRACHMAN. Comparability of three methods of assessing the developmental level of young infants. Pediatrics, 1964, 34, 51-57.
   A Composite Developmental Inventory for Infants and Young Children is outlined and equipment needed at each age level is indicated.

7. FERRIERA, A. J. (San Jose State Coll.). Emotional factors in prenatal environment. J. of Nervous and Mental Disease, 1965, 141, 108-118.
   From different corners a large number of observations have converged to substantiate the notion of a prenatal environment and its part in the shaping of the individual's behavior pattern...

8. GARN, S. M. Symposium on growth and development of teeth, face, and jaws. J. of Dental Research, 1965, 44, 147-306.
   The essays were presented at the Cleveland meeting of the A.A.A.S.

9. GESELL, A. "The ontogenesis of infant behavior," in Carmichael, Manual of Child Psychology. New York: Wiley, 1946, pp. 295-331.
Deals mainly with the first two postnatal years of the human life cycle and with that outward aspect of life which goes by the familiar name of behavior.

10. GESELL, A. The psychological hygiene of infant feeding. Ment. Hyg., N.Y., 1938, 22, 216-220.
A study of food-sleep schedules in infancy. Individualization in these is noted.

11. HARTMAN, EVELYN E., et. al. (Univ. of Minnesota Sch. Public Hlth., Minneapolis). Health problems of infants and preschool children. Amer. J. Dis. Child., 1960, 99, 67-73.
The major causes of postnatal mortality in Minneapolis infants are congenital malformations, pneumonia and influenza, and accidents.

12. HUNSCHER, HELEN, RUTH LEVERTON & DENA CEDERQUIST. The life cycle and its diet. J. Home Econ., 1957, 49, 101-113.
An extensive review of research in human nutrition.

13. HURLOCK, ELIZABETH B. Experimental studies of the newborn. Child Dev. 4, No. 2, (1933, June), pp. 149-163.
A summary of studies of newborn infants giving data on sleep, activities, vocalization, sensory equipment, emotions, learning, consciousness and testing the newborn.

14. INGALLS, THEODORE H. Prenatal human ecology. Amer. J. Publ. Health, 1960, 50, 50-54. Child. Dev. Vol. 34, nos. 5 & 6., Oct.-Dec., 1960.
An extensive list of disorders of the pregnant woman that may carry or at least suspect of carrying a risk for the infant.

15. JENKINS, C. DAVID & ROBERT MELLINS. Lead poisoning in children, a study of 46 cases. Arch. Neurol. & Psychiat., 1957, 77, 70-78.
The authors describe epidemiological and psychological factors in 46 cases of lead poisoning occurring in Chicago in 1953 and 1954.

16. KROGMAN, WILTON MARION. Biological growth as it may affect pupils' success. Merrill Palmer Quart., 1955, I (Spring, 90-98).
The general thesis is that there is a positive relationship between rate of progress in physical growth and rate of progress in social, intellectual and emotional growth.

17. _________. (U. Pennsylvania, Philadelphia). The concept of maturity from a morphological viewpoint. Child Develpm., 1950, 21, 25-32.
The concept of morphological maturity is described as "an expression of the growth potential of all tissues and systems".

18. ________. The meaningful interpretation of growth and growth data by the clinician. Amer. J. Orthodont., 1958, 44, 411-432.
Discusses factors of general family background, health record, dietetic history, oral habits history, general physical growth and facial development in selected orthodontic cases.

19. LATIF, F. The physiological basis of linguistic development and of the ontogeny of meaning. Part II. Psychol. Rev., 1934, 41, 153-176.
Understanding of words precedes speech.

20. LIEBERMAN, E. JAMES, M.D. (Nat'l. Ins. of Mental Health). Family life in a new city. In report to Wallace Hamilton, The Rouse Company, Columbia, Maryland, 1967.
Reports some ideas regarding the study of a new community from the standpoint of family life and mental health.

21. MC CAULEY, H. B. & T. M. FRAZIER. Dental caries and dental care needs in Baltimore school children. (1955), J. Dent. Res., 1957, 36, 546-551.
Studies were 2520 children, 6, 8, 10 years old, confirming 1952 findings for white children.

22. MC GRAW, MYRTLE. The moro reflex. Amer. J., Dis. Child., 1937, 54, 240-251.
The significant developmental changes of the moro reflex are described in detail.

23. MC GRAW, M. B. The development of rotary-vestibular reactions of the human infant. Child Development, 1941, 12, 17-19.

24. NORRIS, ALBERT S. J. Prenatal factors in intellectual and emotional development. Amer. Med. Assn., 1960, 172-413-416.
Data from the literature are cited to show the effects the prenatal environment may have on the emotional and intellectual development of the child.

25. OLSON, WILLARD C. (U. Michigan, Ann Arbor). Hazards to growth. J. Nat. Educ. Assn., 1947, 36, 380-381.
The greatest hazards to child growth are injury, deprivation and mismanagement.

26. PECKOS, PENELOPE S. Nutrition during growth and development. Child Development, 1957, 28, 273-285.
The author discusses the constantly changing nutritional requirements of the growing child and points out the need for careful planning and supervision of the diet during the developmental period.

27. PETERSON, JUDY. (Louisville, Ken.). Kentucky society cooperates in project head start. The Sight-Saving Review, 1965, 35, 229-230.
The pre-school Vision Screen Project done under auspices of Ken. Soc. for Prevention of Blindness. 2527 children screened. 5.4% had muscle imbalance, and 8.1% had faulty visual acuity.

28. PREYER, W. Embryonic motility and sensitivity. (Translation of selected sections of Specielle Physiologie des Embryo, 1885, by G. E. Coghill and W. K. Legner.). Monog. Soc. Res. Child Develpm., 1937, 2, No. 6, pp. v+115.
A review of the literature.

29. SIMON, MARIA D. (Univ. of Arkansas Med. Center, Little Rock). Body configuration and school readiness. Child Development, 1959, 30, 493-512.
The research consisted of two separate but related cross-sectional studies. On the basis of findings, the possibilities for technical refinements in the method of evaluation of physical maturity, and their application as an aid in the assessment of school readiness and intelligence, were discussed.

30. REYNOLDS, M. M. & H. MALLAY. The sleep of young children. J. Genet. Psychol., 1933, 43, 322-351.
34 children, aged 17 to 62 months were observed for 6-week periods.

31. SERVELL, WILLIAM H. & PAUL H. MUSSEN. The effects of feeding, weaning, scheduling procedures on childhood adjustment and the formations of oral symptoms. Child Dev., 23:185-191, 1952.
Three psychoanalytic hypotheses concerning the effect of feeding frustrations on general adjustment and on the presence or absence of "oral symptoms" were tested by using a group of 162 children.

32. SPOCK, BENJAMIN. Preventing early problems. Amer. J. Orthopsychiat., 1947, 17, 575-579. Psy. Absts., 1948-1950.
A majority of emotional disturbances accumulate gradually in early childhood from simple beginnings. Feeding problems are very common in the early history of disturbed children.

33. WISAN, J. M., et. al. Dental survey of Philadelphia preschool children by income, age and treatment status. J. Amer. Dent. Assn., 1957, 55, 1-10.
In order to obtain data to help Philadelphia community agencies to develop an effective city-wide dental program for preschool children, a dental survey of 2677 children was conducted.

B. Frequently-encountered problems of the young child (thumbsucking, tantrums, stuttering, sibling rivalry, etc.).

1. BLUEMEL, C. S. Concepts of stammering: a century in review. Journal of Speech Hearing Disorders, 1960, 25, p. 24-32.
Review of many clinical efforts during past century to improve stuttering.

2. FOREST, I. A study of the aggressive behavior of young children. Psychol. Bull., 1936, 33, 762-763.

3. **FOSTER, S.** A study of the personality make-up and social setting of fifty jealous children. Ment. Hygiene, 1927, 11, 53-77.
The jealous preschool child is most often a girl between 3 and 4, frequently the oldest child. She is likely to be independent, selfish, pugnacious, demanding attention, and showing undue attachment to one parent.

4. **FRIEDMAN, A.** On feeling of inferiority in imaginative children. Ch. Dev. Absts., Vol. 8., Feb.-Dec., 1934, 637, 2715. Zsch. f. pad. Psychol., 1932, 33, 273-293.
Author assembled observations and added her own.

5. **FULLER, ELIZABETH MECHEM.** (U. of Minnesota, Minn.). Injury prone children. Amer. J. Orthopsychiat., 1948, 18, 708-723.
Preliminary investigation suggests that children who get hurt have more problems than do those who rarely get hurt.

6. **GARDNER, D. BRUCE, DEMARIS PEASE & GLENN R. HAWKES.** (Iowa State U.). Responses of two-year-old children to controlled stress situations. J. Genet. Psychol., 1961, 98, 29-35.
2 stress situations - one social interaction and the other object relations were presented to 3 groups of 24 month old Ss.

7. **GOODENOUGH, F. L.** Anger in young children. Minneapolis: Univ. of Minnesota Press, 1931, pp. xiii+278.
Report of an investigation, the aim of which was to study the frequency, duration, causes and methods of handling anger outbursts in children in the home.

8. **HAGMAN, R. R.** Study of fears of children of preschool age. J. Exp. Ed., 1932, 1, 110-130.
Fears of 70 children, 30 girls and 40 boys. Age 1 yr. 11 mo. to 6 years. Interviews and some experimental situations with children.

9. **HUNT, J. MC V., et. al.** (U. Illinois). Situational cues distinguishing anger, fear, and sorrow. Amer. J. Psychol., 1958, 71, 136-151.
2 experiments designed to test the hypothesis that the cues distinguishing the unpleasant emotions of anger, fear, and sorrow derive from S's perception of his situation.

10. **JERSILD, A. T.** Fear and anger in children. Nat. Parent-Teacher, 1942, 36, No. 6, 13-15.
Several examples of fear in children and means of overcoming it are cited.

11. **JERSILD, A. T. & F. B. HOLMES.** Children's fears. Child Development Monogr., 1935, No. 20, pp. ix+358.
The fears of children from infancy through adolescence, the effects of fear and methods of dealing with fear have been studied by a variety of methods.

12. **KORNER, ANNELIESE F.** (Mount Zion Hospital, San Francisco, Calif.). *Relationship between overt and covert hostility economy and dynamics*. Personality, 1951, 1, 20-31.

In this experiment an attempt was made to determine the relationship between covert and overt hostility.

13. **KORNER, ANNELIESE F.** *Some aspects of hostility in young children*. New York: Grune & Stratton, 1949, ix 194p.

Feelings of hostility in 20 kindergarten children toward parents and parent-substitutes examined by comparing how the children dealt with hostility at the level of play and fantasy and in real life.

14. **MARSHALL, HERMINE.** (Univ. of Calif., Berkeley). *Behavior problems of normal children: a comparison between lay literature and developmental research*.

Treatment in the lay literature of behavior problems commonly found in normal children is examined with particular respect to its utilization of, and agreement with, research findings.

15. **MONCUR, JOHN P.** *Parental domination in stuttering*. J. Speech & Hearing Disorders, 17:155-165, 1952.

42 male and 6 female stutterers ranging from 62 to 98 months were compared with normals ranging in age from 65 to 95 months.

16. **OLSON, W. C.** *The incidence of nervous habits in children*. J. Abn. & Soc. Psychol., 1930, 25, 75-92.

A method of measuring nervous habits has been described which yields a quantitative score of determinable reliability for each individual.

17. **OLSON, WILLARD C.** *A method for their measurement and description*. Minneapolis University, Minnesota Press, 1930.

The author describes the outcomes of an investigation which has as major objectives (1) developing techniques for studying problems of behavior in quantitative terms, and (2) the statistical analysis of the results of their application in terms of such variables as age, grade, sex achievement and intelligence.

18. **REYNOLDS, MARTHA MAY.** *Temper tantrums*. Child Study, 11, No. 8, (1934, May), p. 237-239.

A temper tantrum is an extreme form of resistance, disturbing to adults but not serious if treated wisely. Treatment is twofold: (1) make the tantrum itself unsatisfying, and (2) find out and correct the underlying cause.

19. **SANTASTEFANO, SEBASTIAN.** (U. Colorado School of Medicine). *Anxiety and hostility in stuttering*. J., Speech and Hearing, Res., 1960, 3, 337-347.

5 male and 6 female stutterers were matched to a group of 26 normal speakers on the Elizar scoring system from Rorschach Content of Anxiety and hostility scores. Stutterers projected significantly more anxiety and hostility than did nonstutterers.

20. STERN, E. The child and death. Ch. Dev., Absts., Vol. 8, Feb.-Dec., 1934, 651, 2779. (Zsch; f. kinderforch., 1933, 41, 221-240.).

It is less of an emotional shock if the child becomes aware of the reality of death, of the distinction between living and non-living through suitable preparation by occasional reference to the subject on the part of the elders, rather than through inadequate and frightening references heard in school and outside the home.

21. STOKVIS, WARNAAR J. & B. STOKVIS. (Leiden, Netherlands). Psychodrama of enuresis nocturna in boys. Group Psychother, 1962, 15, (4), 285-303.

Detailed description of treatment of a number of children suffering from enuresis.

22. WOODCOCK, I. G. Thumb sucking. Med. Rec., 1934, 139, 328-330.

Sucking habits do not necessarily have any sexual implications.

C. Basic knowledge of parenting which will produce mental health in children: self-image, love, serenity, independence, etc.

1. AINSWORTH, MARY D. The significance of the five year research programme of the institute of child study. Bull. Inst. Child Study, 22, 3-16.

An evaluation of 5 years of research of the Institute of Child Study (Toronto) and a description of the training and research facilities of the Institute. Emphasis is placed upon evaluating four aspects of the security theory of Blatz.

2. ANDERSON, JOHN E. Experience and behavior in early childhood and the adjustment of the same persons as adults. Inst. of Child Development, University of Minnesota, 1963, vi 42p.

Report of a 28 year longitudinal study of early childhood to adult life of selected clients at the Institute of Child Development.

3. ANDERSON, JOHN E. Happy childhood. New York: D. Appleton Century Company, 1933, 321pp.

A presentation for parents and laymen of the material gathered by White House Conference on Child Health and Protection related to learning and education of the child from infancy to adulthood. Emphasis laid on part played by the home and parents in providing opportunities for adequate development.

4. ANDREW, GWEN, JOHN PAUL SIBILIO & VERNON A. STEHMAN. Utility of the small group discussion method as practiced in certain applied settings. Amer. J. Pub. Hlth., 1960, 50, 785-790.

Study proposed to test an hypothesis that the goals of parent discussion groups may be divided into those which are primarily informational and those which fulfill emotional needs.

5. BALDWIN, ALFRED L. (Fels Research Inst., Yellow Springs, Ohio). Changes in parent behavior during childhood. American Psychologist, 1947, 2, 425-426.

Parent behavior changes as child grows older.

6. ________. Pride and shame in children. Newsletter Div., Development Psychol., Amer. Psychol. Assn., 1959, Fall.
A behavioral measure is sought that would be sensitive to differential audience conditions as a first step toward measurement of individual differences in pride and shame.

7. ________. Changes in parent behavior during pregnancy; an experiment in longitudinal analysis. Child Development, 1947, 18, 29-39.
Behavior of mother toward her children was rated before, during, and after pregnancy. Results presented and discussed.

8. ________. Differences in parent behavior toward three and nine-year old children. J. Personality, 1946, 15, 143-165.
74 ratings of parents of 3-year-olds and 79 ratings of parents of 9-year-olds were made by means of the Fels Parent Behavior Rating Scales.

9. BANDURA, ALBERT & FREDERICK J. MC DONALD. (Stanford U.). Influence of social reinforcement and behavior of models in shaping childrens' moral judgment. J. Abnormal Soc. Psychol., 1963, 67, (3), 274-281.
Experiment designed to test efficacy of social reinforcement and modeling procedures in modifying moral judgmental responses considered by Piaget to be age specific.

10. BAYLEY, NANCY. Individual patterns of development. Child Development., 1956, 27, 45-74.
An adequate frame of reference for understanding change, or differentiation and growth, must include individual differences in temporal processes.

11. BERGLER, EDMUND. Parents not guilty! of their childrens' neuroses. New York: Liveright? 1964, 283p.
This book, written by a practicing psychoanalyst, attacks the assumption that changes in parental attitudes and in the general educational climate which they provide has the power to exert automatic changes in the unconscious of the child.

12. BOSTON, JOHN A., JR. (Austin Community Guidance Center, Texas). The defective child, his family, and the use of a child guidance clinic. Amer. J. Publ. Hlth., 1960, 50, 799-802.
The objectives and functioning of a child guidance clinic are described. Five cases are presented involving parental difficulty in understanding and accepting their situation.

13. BRIMM, ORVILLE G. J. (Russell Sage Foundation). Some basic research problems in parent education with implications for the field of child development. Monogr. Soc. Res. Child Development, 1959, 24, 51-65.
Author discusses 3 major areas of research on parent behavior regarded as fundamental to parent education.

14. BUHLER, CHARLOTTE. Childhood and youth psychologische monog. Child Development, 3, 1928, p. 304.
From the beginning of life in the outside world the child's inner life enables him to span the bridge to overt behavior. Treatment of subject is based on concrete experiments.

15. CHESS, STELLA, ALEXANDER THOMAS & HERBERT G. BIRCH. Your child is a person. New York: Viking Press, 1965, ix 213p.
Designed particularly for parents, this book represents an attempt to counteract some of the traditional childrearing notions.

16. COLE, NYLA J., ORLA M. SHAW, JACK STENECK & LEONARD H. TABOROFF. (Univ. of Utah College of Medicine, Salt Lake City). A survey assessment of current parental attitudes and practices in child rearing. Am. J. Orthopsychiat., 1957, 27, 815-822.
Trends are suggested from our study of public knowledge of child-rearing concepts, recognition of emotional disturbance, and methods of meeting problems as they arise.

17. CURRIER, RICHARD E. An experimental study of sharing behavior in preschool children: its environmental and psychological concomitants and implications for character education. (Univ. of S. Cal., School of Philosophy). Child Dev. Abs., Vol. 8, Feb.-Dec., 1934, p. 74-76.
Findings: (1) Possible to distinguish experimentally a sharing child. (2) Suggestibility, emotional condition, reaction times, home environment and length of preschool attendance are correlated with sharing.

18. DOUGLAS, VIRGINIA I. (McGill U. & Montreal Children's Hospital). Children's responses to frustration: a developmental study. Canadian Journal of Psychology, 1965, 19, 161-171.
6 incomplete openended frustration stories were used to measure 3 types of responses.

19. DURKIN, DOLORES. (U. Cal., Berkeley). The specificity of children's moral judgments. J. Genet. Psychol., 1961, 98, 3-13.
4 story situations depicting various behaviors were presented to 101 Ss of 3 different age groups; each, in turn, was questioned about them. Their responses, and the reasons they gave for them were then examined in detail.

20. ________. Children's concepts of justice: a comparison with Piaget data. Child Develpm., 1959, (Mar.), 30, 59-67.
Children's concepts of justice investigated, especially their judgment about the restoration of right and order in instances of physical aggression.

21. DUVALL, EVELYN MILLIS. North American conference on church and family. Marriage Fam. Liv., 1961, 23, 270-272.
The program, topics and methods of this 1961 conference where religious leaders discussed problems of sex, marriage and family life are briefly discussed.

22. EMMONS, A. L. A study of the relation between self assurance and skill in young children.
16 nursery school children in 6 test situations when compared with their self-assurance in these same situations (as computed on a 7 point rating scale from the observer's notes) self-assurance was found to be positively correlated with skill, with chronological age, and with intelligence.

23. **FENTON, N.** Adjusting emotional problems. Occupations, 1934, 12, 72-77.

An impersonal, objective viewing of the child and his point of view without reference to any preconceived adult standards is essential for interpretation of the personal interview with a child.

24. **FORREST, ISLE.** Child life and religion. New York: R. R. Smith, 1930.

A study of small children and their thinking and a discussion of some principles of psychology and teaching with special reference to religious education.

25. **FRANK, LAWRENCE K.** (25 Clark Street, Belmont, Mass.). The beginnings of child development and family life education in the twentieth century. Merrill Palmer Quart., 1962, 8, (4), 207-227.

Major contributions of institutions and investigators to the fields of child development and family life ed. are traced.

26. **FRANK, LAWRENCE K.** The changed character of the American family. Nat. Parent-Teacher, 1958, 53, 30-32.

Selected present day problems of marriage and family living are seen as the result of pervasive changes in cultures throughout the world.

27. **GARDNER, SHELDON FRANK.** "Creativity in children". Research Studies in Education, 1953-63, Bloomington, Indiana, Phi Delta Kappa, Inc., 8a, 137.

A study of the relationship between temperament factors and aptitude factors involved in the creative ability of seventh grade children with suggestions for a theory of creativity.

28. **GESELL, ARNOLD.** "Growth factors in child guidance". Mental Hygiene, 16:202, (April), 1932.

Mind, like the body is a growing mechanism. Behavior develops in accordance with laws of growth - the process is as concrete as nutrition. Growth of the mind is determined by a process of maturation. It is from this standpoint that problems of child guidance must be viewed.

29. __________. "Research in child development". School & Soc., 1929, 29, 765-767.

A statement of whence we have come and whither we are going.

30. **GOODENOUGH, F. L.** Selected references on preschool and parental education. Elem. Sch. J., 1943, 43, 426-432.

Covering the year prior to Dec., 1942, this annotated bibliography contains 41 references to technical and experimental studies and 15 non-technical references on parental education.

31. __________. Interrelationships in the behavior of young children. Child Develpm., 130, 1, 29-48.

Major purpose of study was to develop a method whereby direct observation of specified modes of behavior might be reduced to quantitative expression on a uniformly graduated scale to ascertain their relationships.

32. GRUENBERG, S. M. & B. C. GRUENBERG. Parents, children and money. New York: Viking Press, 1933, p. 212.

In learning the use of money the child not only acquires facility in certain practical techniques, such as purchasing, planning, saving, etc., but he also takes on certain emotional attitudes toward it.

33. HATTENDORF, K. W. A home program for mothers in sex education. Researches in parent ed. Iowa Univ., Iowa Stud., Stud. Ch. Welfare, 1932, 6, Part 1, 11-92; 211-288.

Mothers of children under junior high school age selected to participate in a home program for mothers in sex education.

34. HAVIGHURST, ROBERT J. (U. Chicago). "Psychological roots of moral development: discussion". The Catholic Psychological Record, 1963, 1, (1), 35-44.

Moral development is a lawful process but much more complex than mental development which results from training in the home, personal emotional relations first with parents and then with other people, social roles learned in reference groups, and training and analysis of moral situations many of which are social.

35. HELPER, MALCOLM M. (Univ. of Nebraska, Lincoln). Parental evaluations of children and children's self-evaluations. J. Abnorm. Soc. Psychol., 1958, 56, 190-194.

Two self-evaluative measures, labelled Self-Favorability and Self-Acceptance, were derived from self-ratings by 74 8th and 9th grade children.

36. HYMES, JAMES L. (Geo. Peabody Coll., Nashville, Tenn.). "A child development point of view". New York: Prentice-Hall, 1957, 145p.

The author endeavors to put the three basic elements of child development into ordinary language that the teacher will understand.

37. JERSILD, A. T. Training and growth in the development of children: a study of the relative influence of learning and maturation. Child Dev. Monog., 1932, No. 10, pp. 73.

Training in a performance in which the child can improve by adding new items to his performance.

38. JONES, MARY COVER. (U. Calif., Berkeley). Psychological correlates of somatic development. Child Develpm., 1965, 36, 889-911.

This longitudinal study relates rate of physical maturing to psychological variables using a number of somatic criteria and personality measures.

39. LANDSMAN, TED. (U. Florida). Factors influencing individual mental health. Review of Ed. Research, 1962, 132, (5), 464-475.

Mothers are more likely to receive blame than reward for outcome of child rearing. Acceptance of the child important.

40. **LIGON, ERNEST M., & LEONA J. SMITH.** (Union Coll. Character Research Project, Schenectady, N.Y.). The marriage climate. St. Louis, Mo.: Bethany, 1963, 240p.

Several dynamic factors operating among parents in their home climate which affect character education were identified in a research project covering approximately 10 years.

41. **MC GRAW, M.** Let babies be our teachers.

The writer's thesis is that the biological processes of growth offer material for generalizations to education and general social progress.

42. **MATTIL, EDWARD LA MARR.** A study to determine the relationship between the creative products of children, age 11 to 14, and their adjustment. Pennsylvania, 1959. Research Studies in Education, Bloomington, Indiana, Phi Delta Kappa, Inc., 1953-63, 8A, 140.

43. **MURPHY, LOIS B.** (Menninger Foundation, Topeka, Kans.). Methods of coping with stress in the development of normal children: a research project. Bull. Menninger Clinic, 1960, 24, 97-154.

The entire May issue is devoted to this project started by the Menninger Foundation in 1953 and directed by Lois B. Murphy.

44. **MURPHY, LOIS B.** (Menninger Foundation, Topeka, Kans.). Psychoanalysis and child development, part II. Bull. Menninger Clinic, 1957, 21, 248-258.

The author stresses that the normal development of a child is not a simple, straightline process but often embodies the deviations first studied by psychoanalysis.

45. **MUSSEN, PAUL HENRY.** (Univ. of California, Berkeley), & **JEROME KAGAN.** Group conformity and perceptions of parents. Child Develpm., 1958, 29, 57-60.

The purpose of this study was to relate conformity tendencies to perceptions of the parents as shown in fantasy.

46. **PRESCOTT, DANIEL A.** (U. Maryland). Role of love in human development. J. Educ. Psychol. Baroda, 1961, 19, 4-12.

Little scientific material exists about love. Love is a reality. 8 theses about the nature of love are presented to help focus scientific attention and research on love.

47. **REDL, FRITZ.** (National Inst. Mental Health, Bethesda, Maryland). What is normal for children. In Nat'l. Conf. of Soc. Work, Casework Papers, 1954, New York: Family Service Assn. of America, 1955, 99-109.

This discussion reviews "the most important issues around the concept of normality."

48. RUBENSTEIN, BEN O. & MORTON LEVITT. Some observations regarding the role of fathers in child psychotherapy. Menninger Clinic, 1957, 21, 16-27.

This paper describes (1) the variety of reactions of fathers to their children and to the treatment process in particular; (2) the effect of these reactions upon the child, and (3) the subjective reaction of the therapist to the above conditions.

49. SHEERER, ELIZABETH TAYLOR. The changing family, I. Young Children, 1965, 20, 290-300; 309-312.

The author discusses the changing roles of women, implications of economic conditions for family life, the possible effects of housing, the role of the father, and parental variables associated with social class position.

50. TSUMORI, MAKOTA & NORIKO INAGE. Maternal attitude and its relationship to infant development. Jap. J. Educ. Psychol., 1958, 5, 208-218.

120 mothers and their healthy, normal-born infants served as subjects in this study. 30 infants at each age level of 2, 6, 9, and 12 months were selected. Maternal practices were studied by means of an interview, and opinions on child rearing were obtained.

51. WOLF, ANNA W. M. Can a child be too good? Natl. Parent-Teacher, 1958, 53, 7-9.

Problems of "too-good" children are discussed and recommendations are made concerning their guidance.

D. Value of play and materials for play.

1. FOSTER, JOSEPHINE C. Busy Childhood. D. Appleton-Century Co., N.Y., 303pp., 1933.

Makes available to parents the material gathered by White House Conference on child health and protection relative to play and occupation of children.

2. GILMORE, J. BARNARD. The role of anxiety and cognitive factors in children's play behavior. Doctoral Dissertation, Yale University, 1964 (unpublished).

Theories of play put forward by Piaget and by psychoanalytic theorists suggest that when a child is anxious he will prefer to play with toys on the basis of their relevance to the source of his anxiety, whereas when a child is not anxious he will prefer to play with toys on the basis of their novelty.

3. HAVIGHURST, ROBERT J. & KENNETH FEIGENBAUM. Leisure and life style. Amer. J. Social., 1959, 64, 396-404.

In a study of people aged 40-70, it was found that middle class people tend to be community centered or home centered in life-style and in leisure, but working class people are either home centered or generally low in social role and leisure performance.

4. HUNT, J. MC VICKER. Intelligence and experience. New York: The Ronald Press Co., 1961.
Devotes many pages to Piaget's views on the function of play in intellectual development.

5. HURLOCK, E. B. Experimental investigations of childhood play. Psychological Bulletin, 31:47-66, 1934.
Purpose of study to bring together different studies on play of the different stages of children's development from birth to maturity.

6. HURLOCK, E. B. & M. BURSTEIN. The imaginary playmate: a questionnaire study. J. Genet. Psychol., 1932, 41, 380-392.
701 high school and college students answered a questionnaire concerning imaginary playmates in their lives.

7. KEPLER, HAZEL. The child and his play: a planning guide for parents and teachers. New York: Funk and Wagnalls, 1952, 309p.
The play of the child is treated as a dynamic requirement of his development which must provide for physical activity, intellectual stimulation, wholesome social activity and for creative expression.

8. LAMBERT, CLARA. Identification through play. Childhood Education, 1949, 25, 402-405.
Through play a child liquidates some of his problems and relieves himself of worry and anxiety by talking about and dramatizing things that disturb him.

9. MAY, R. B. (Claremont Graduate School). Stimulus selection in preschool children under conditions of free choice. Percept. Motor Skills, 1963, 16, (1), 203-206.
After being adapted to stimuli defined as having middle complexity value, 21 nursery children were given a choice between the adoptation stimuli and stimuli more or less complex. On 2 different types of tasks there was a reliable tendency for Ss to select stimuli defined as being more complex than the adaptation stimuli. These findings support the theory that free choice selection of stimuli is mediated by the attribute of complexity.

10. OMWAKE, EVELINE. The child's estate. In A.M. Solnit and S.A. Provense (Eds.), Modern Perspectives in Child Development, New York, International Universities Press, 1963, 277-594p.
A child's right to play is discussed and the way in which he learns from spontaneous play.

11. REDL, FRITZ. (Nat'l. Ins. Mental Health, Bethesda, Md.). The impact of game ingredients on children's play behavior. In Bertram Schaffner (Ed.), Group Processes: Transactions of the Fourth Conference, 1959.
Redl leads conference participants in an analysis of game dimensions and ingredients as related to psychological needs of disturbed children.

12. **REEVIS, KATHERINE M.** A study of motor abilities of young children promoted by informal activities with sample equipment. N.Y. State Col. of Home Ec., Cornell Univ., Ithaca, N.Y.

Study offers evidence that children, with large equipment having many and diversified uses and with free time in which to use it, develop posture without the aid of artificial exercise.

13. **SCHENDEL, JACK.** (U. Ore.). Psychological differences between athletes and non-athletes at three educational levels. Research Quarterly American Assn. Health, Physical Education & Recreation, 1965, 36, 52-67.

Both the 9th and 12th grade athletes were more sociable, possessed a greater sense of personal worth, and were more conventional in their responses to social situations.

E. Effect of punishment on the child - whole area of discipline.

1. **BAUMRIND, DIANA.** Parental control and parental love. Children, 1965, 12, 230-234.

A report on the parental influence project of the Institute of Human Dev. of U. of Calif.

2. **BROOKS, MABELLE H.** Training the child for self-discipline. Intro. Psychol. Bull., 1949, 7, 75-86.

The autocratic, anarchistic, and democratic modes of discipline are contrasted.

3. **DAVITZ, JOEL R.** (Columbia Univ., New York City). Contributions of research with children to a theory of maladjustment. Child Develpm., 1958, 29, 3-7.

On the basis of a review of research concerned with the behavior of children, a theory of maladjustment is proposed. The long-term, persistent fear characteristic of the maladjusted child begins when the child learns to fear others as a consequence of rejection and punishment.

4. **KAGAN, J.** The child's perception of the parent. J. Abnorm. Soc. Psychol., 1956, 53, 257-258.

Interviews were held with 217 children of both sexes whose ages ranged from 6-0 to 10-2. Their answers to questions related to their perception of their parents were obtained.

5. **MARSHALL, HERMINE.** (U. of Calif., Berkeley). The effect of punishment on children: a review of the literature and a suggested hypothesis. Journal of Genetic Psy., 1965, 106, 23-33.

A review of the research on the effect of punishment on children reveals that, in general, negative reinforcement tends to improve performance.

6. **RADKE, M.** Relation of parental authority to children's behavior and attitudes. Univ. Minnesota Inst. of Child Welf. Monogr., 1946, No. 22.

The variable of parental authority and discipline in the home environment and its correlates in the child's attitude and social behavior are investigated.

7. ROUCEK, JOSEPH S. (Ed.). The difficult child philosophical library, 1964, vii - 292p.
   This volume offers a survey of existing practices and current thinking about 16 kinds of difficult children.

8. TUCKMAN, J. The influence of varying amounts of punishment on mental connections. Teach. Coll. Contrib. Educ., 1933, No. 590, pv + 45.
   4 experiments in learning presented and discussed.

9. WATSON, G. Some personality differences in children related to strict or permissive parental discipline. J. Psychol., 1957, 44, 277-279.
   Test scores and ratings on nine dimensions of personality in children, some from homes with strict discipline, others from homes characterized by permissiveness, were compared.

10. WAXMAN, SINAI M. Children's attitudes towards teachers and parents as disciplinarians. New York, 1958, DA 2013.
    A study of 2 groups of boys: one with behavior problems in school, one adjusted to school. Their response to test designed to determine their attitudes towards and experience with teachers and parents as disciplinarians in selected situations.

11. WEISS, ALFRED. Parental discipline as perceived by behavior problem and non-behavior problem children. N.Y. Univ., 1965, Doc. Diss.
    Study to investigate child's perception of parental behavior in discipline situations in adjusted and maladjusted children.

12. WOLF, KATHERINE M. (Yale U., New Haven, Conn.). The controversial problem of discipline. New York: Child Study Association of America, 1953, 35p.
    Pamphlet discusses discipline from standpoint of parents and educators: from standpoint of the child: and discipline and culture.

13. YARROW, L. J. Effect of antecedent frustration on projective play. Psychol. Monogr., 1948, 62, No. 6.
    This investigation is concerned with "the effects of antecedent frustration on the projective play behavior of 60 preschool children".

F. Effect of family relationships on behavior.

1. BALDWIN, ALFRED L. The effect of home environment on nursery school behavior. Child Development, 1949, 20, 49-62.
   Three main syndromes, warmth, democracy and indulgence in the home and 45 variables of nursery school behavior were subjected to analyses.

2. __________. Interpersonal relationships within the family. In J. E. Hulett and R. Stagner, Problems in Social Psychology, Urbana, Ill., Univ. of Ill. Press, 1952, 24-30.

The intra-familial relation is conceptualized in terms of personal relations and presented with a concept of maturation to show how family relationships change with age.

3. BRIM, ORVILLE G., JR., ROW W. FAIRCHILD, & EDGAR F. BORGATTA. (Russell Sage Foundation). Relations between family problems. Marriage Fam. Liv., 1961, 23, 219-226.

Study involving husbands or wives of 448 normal families from all parts of the U. S.

4. GARDNER, D. BRUCE, GLENN R. HAWKES, LEE G. BURCHINAL. (Iowa State U.). Non-continuous mothering in infancy and development in later childhood. Child Develpm., 1961, 32, 225-234.

Maternal deprivation in infancy is assumed to produce discriminable variations in personality during later childhood.

5. GLIDEWELL, JOHN C. (Washington U., St. Louis). On the analysis of social intervention. Parental Attitudes and Child Behavior, pp. 215-239.

The way in which parents and children might influence each other's behavior is examined in terms of the social intervention notion.

6. KOCH, HELEN L. The relation of certain formal attributes of siblings to attitudes held toward each other and toward their parents. Monogr. Soc. Res. Child Development, 1960, 25, No. 4.

This study presents summaries of standardized interview data obtained from 360 five and six year old children from two-child, urban families concerning certain of their attitudes toward their siblings, themselves and their parents.

7. LANDRETH, C. Factors associated with crying in young children in the nursery school and the home. Child Development, 1941, 12, 81-97.

Daily records were kept for 8 weeks on 32 children in the nursery school and for 5 weeks on 25 of the children in the home. Results analyzed.

8. LANGDON, GRACE & IRVING W. STOUT. These well-adjusted children. New York: The John Day Co., 1951, x+245p.

Outgrowth of studies made by graduate students in 1948-49 and 1949-50, at Milwaukee State Teachers College and New York University. The object in each case was to learn from parents of school children what in the home accounted for the good adjustment of the children.

9. LEUBA, C. An experimental study of rivalry in children. J. Comp. Psychol., 1933, 16, 367-378.

32 children required to put pegs in pegboard working singly - then in pairs. Three stages of development were observable.

10. **LEVY, DAVID M.** Rivalry between children in the same family. Child Study 11, No. 8, (1934, May), p. 233-237.

The coming of a new baby presents a crisis which affects all relationships of the older child, whose protests may manifest themselves in almost any form of behavior.

11. **LEVY, JOHN.** A quantitative study of behavior problems in relation to family constellation. Amer. Jr. Psychiat., 10, (4), Jan., 1961, 637-654.

From 700 Clinical cases in Chicago the following conclusions emerge; Distribution of child's behavior problems largely independent of family size.

12. **MONTAGUE, ASHLEY.** Behavior as viewed in the behavioral sciences and by American education. Teach. Coll. Rec., 1959, 60, 440-448.

The basic needs of the organization are for oxygen, food, liquid, rest, sleep, activity, elimination, protection from danger, avoidance of pain, and greatest of all, love.

13. **MUMMERY, DOROTHY V.** (Purdue Univ., Lafayette, Ind.). Family background of assertive and non-assertive children. Child Development, 1954, 25, (1), 63-80, 1955-5391.

Following a critical review of some studies of assertive behavior in children, the author suggests that there is substantial agreement that democracy, warmth, permissiveness and similar attitudes are productive of assertiveness which is socially acceptable.

14. **MUSSEN, P. H., H. B. YOUNG, R. GADDINE & L. MORANTE.** (U. of Calif.). The influence of father-son relationships on adolescent personality and attitudes. J. Ch. Psychol. Psychiat., 1963, 4, (1), 3-16.

Groups of adolescent boys in Rome, Palerno, Florence and Boston who received insufficient and sufficient paternal affection, as evaluated from interviews with their mothers, were also interviewed and administered an imagination test. Regardless of locale, boys who received insufficient paternal affection tended to feel rejected and unhappy.

15. **SCHAEFER, EARL D., & NANCY BAYLEY.** Maternal behavior, child behavior and their intercorrelations from infancy through adolescence. Monogr. Soc. Res. Ch. Dev., 1963, 28, No. 3, (Serial No. 87).

Analysis of maternal and child behavior and their intercorrelations made by observational data from the Berkeley Growth Study.

G. Home-school relationships

1. **BORDMAN, R. K.** The transition from home to school. J. Educ. Sociol., 1934, 7, 371-378.

Problems involved for child and teacher fall into two groups: (1) Necessity for adjusting to new forms of behavior; (2) Necessity for entering into new personal and social relationships.

2. **DELACATO, CARL H.** The elementary school of the future: a guide for parents. Charles C. Thomas, 1965, ix - 98p.
   This book is written for the intelligent and thoughtful parent. Instead of discussing trends in education in general terms, the author has spelled out these trends in a specific blueprint.

3. **FRANCO, DAISY.** (50 East 72nd Street, New York). The child's perception of "the teacher" as compared to his perception of "the mother". Jour. of Genetic Psychology, 1965, 107, 133-141.
   It was hypothesized that a relationship between the child's perception of teacher and mother would exist at the beginning and persist at the end of the school year.

4. **GILES, DOUGLAS E.** North Texas State Univ. Doc. Dissert., 1966.
   Problem of study was to compare relative gains made in the development of oral language skills of two groups of first grade pupils when two approaches to beginning reading instruction were used by four teachers in California.

5. **LEVY, EDWIN.** (890 West End Ave., New York City). Children's behavior under stress and its relation to training by parents to respond to stress situations. Child Develpm., 1959, 30, 307-324.
   The study sought to evaluate the degree to which parents taught their children to respond to problematic situations and the children's subsequent reactions in an unfamiliar stress situation.

6. **MARKLUND, SIXTEN.** School discipline in its relation to educational attitudes of parents and teachers. Res. Bull. Inst. Ed. Univ., Stockholm, 1956, No. 8.
   A study of the attitudes of the parents and teachers of 4th and 5th grade children found significant relationships for boys in the sample.

7. **STOUT, IRVING W. & GRACE LANGDON.** (Southern Illinois U., Carbondale). A report on follow-up interviews with parents of well-adjusted children. J. Educ. Sociol., 1953, 26, 434-442.
   Follow-up interviews made with parents of 81 children.

H. Sex-role learning by children

1. **BLEDSOE, JOSEPH C.** (U. Geo.). Sex differences in mental health analysis scores of elementary pupils. J. Consult. Psychol., 1961, 25, (4), 364-365.

2. **BRIM, ORVILLE G., JR.** Family structure and sex role learning by children: a further analysis of Helen Koch's data. Sociometry, 1958, 21, 1-16.
   This paper reports some relation between ordinal position, sex of sibling, and sex-role learning by children in two-child families.

3. FILAS, FRANCIS L. s.j. Sex education in the family. Prentice-Hall, 1966, vii, 112p.
The book explains why sex education should be given through parents to a child. The author believes that there is no need for hiding the facts about how a child is born.

4. HARTLEY, RUTH E. (City Coll., New York). Childrens' concepts of male and female roles. Merrill-Palmer Quarterly, 1960, 6, 83-91.
47 boys and 110 girls, ages 5, 8 and 11 responded to play, pictorial and verbal techniques for studying their concepts of sex role.

5. HEILBRUN, ALFRED B. (U. of Calif., Berkeley), & DONALD K. FROMME. Parental identification of late adolescents and level of adjustment: the importance of parent-model attributes, ordinal position, and sex of the child. Journal of Genetic Psychology, 1965, 107, 49-59.
The present investigation was concerned with the relationship between parental identification and (a) masculinity-femininity of the parental model, and (b) the birth order, sex, and adjustment level of the child.

6. MC CORD, JOAN, W. MC CORD & EMILY THURBER. (Stanford U.). Some effects of paternal absence on male children. J. Abnorm. Soc. Psychol., 1962, 64, (5), 361-369.
Data from observations made on the home life of boys were analyzed to test the hypotheses that paternal absence during childhood was significantly correlated with masculine-feminine identity, intensity and type of anxiety experienced and proclivity towards anti-social behavior.

7. SEARS, ROBERT R. (Stanford U.). Comparison of interviews with questionnaires for measuring mothers' attitudes toward sex and aggression. Journal of Personality and Social Psychology, 1965, 2, 37-44.
The subjects were 40 mothers of preschool children. Measures were obtained from a semi-structured interview, coded by 2 independent coders, and from a set of objective mother attitude scales.

8. SPOCK, ANNE INGERSOLL. (American U.). An investigation of the relationship between confusion in sex-role identification and social maladjustment in childhood. Dissertation abstr., 1960, (Jan.), 20, 2893-2894.

CATEGORY III

What is good for children as related to:

- A. Social Development
- B. Personality Development
- C. Cognitive Development
- D. Influences on Learning
- E. Adjustment in School

III. WHAT IS GOOD FOR CHILDREN AS RELATED TO:

A. Social Development

1. **ADLER, ALFRED.** How the child selects his symptoms. Indiv. Psychol. Bull., 1946, 5, 67-78.
   When we try to prove something from any particular symptoms, we can do so only if we look upon the symptoms as a single part of a complete whole, according to this author.

2. __________. Compulsion neurosis. Int. J. Indiv. Psychol., 1936, 2, 3-22.
   A study of compulsion neurosis shows a striving for personal superiority which, from fear of betraying an actual inferiority is diverted into easy and generally useless channels.

3. __________. The understanding of man. 5th ed. Zurich: Rascher Verlay, 1947, vii, 236p.
   This book deals descriptively with the evolution of character and its manifestations in interpersonal relationships. Character is an individual's mode adjustment to the world.

4. **ALLEN, K. EILEEN,** et. al. (University of Washington). Effects of social reinforcement on isolate behavior of a nursery school child. Child Develpm., 1964, 35, 511-518.
   A preschool girl who exhibited a low rate of social interaction with her peers was helped to achieve sustained play relations through systematic use of behavior principles.

5. **ALLPORT, G. W.** (Harvard Univer., Cambridge). Basic principles in improving human relations. In K. W. Bigelow (ed.), Cultural Groups and Human Relations, N.Y.: Bureau of Publications, Teachers College, Columbia U., 1951, 214p.
   The craving for affiliation is basic. When that craving is rebuffed, or self-esteem is wounded, a secondary hostility which may be displaced on irrelevant enemies may develop.

6. **AMES, LOUISE BATES.** The sense of self of nursery school children as manifested by their verbal behavior. J. Genetic Psychol., 1952, 81, 192-232.
   From 50 to 75 subjects were observed during the course of two school years. A developmental picture of the child's sense of self as it changes with age is described.

7. **BALDWIN, ALFRED L.** Socialization and the parent-child relationship. Child Develpm., 1948, 19, 127-136.
   Observations of 67 preschool children, aged 4, in the experimental nursery school of the Fels Research Institute indicate that parental behavior affects the socialization process of the young child by tending to "raise or lower his willingness and ability to behave actively toward his environment".

8. **DUBIN, ROBERT, & ELIZABETH RUCH DUBIN.** (Univer. of Oregon). Children's social perceptions: a review of research. Child Develpm., 1965, Vol. 36, No. 3.

The data from 56 studies dealing with children's social perceptions produce useful generalizations regarding socialization.

9. **EMERICK, WALTER.** (Purdue University). Continuity and stability in early social development. Child Develpm., 1964, 35, 311-322.

A short term study of 38 middle-class nursery school children investigated the dimensionality, continuity and stability of early social behavior.

10. **ESTVAN, FRANK J.** (Wayne State University). The relationship of nursery school children's social perception to sex, race, social status and age. J. Genet. Psychol., 1965, 107, 295-308.

In a study of social perception of 78 negro and caucasian preschool children, the author concludes that the evidence indicates that nursery school children's social perception is related to sex, race, and social status.

11. **FISHER, M. S.** Language patterns of preschool children. J. Exper. Ed., 1932-1, 70-74.

Questions posed: (1) what are relations between language patterns of preschool child and his age, sex, and intelligence? (2) what do these show about his relative interest in himself? (3) what are the social implications of these patterns?

12. **GESELL, ARNOLD.** Pre-delinquency. Understanding the Child, 1956, 25, 80.

A brief overview of the developmental pattern of the ethical values is presented.

13. **GOODENOUGH, F. L.** The use of pronouns by young children: a note on the development of self-awareness. J. Genet. Psychol., 1958, 52, 333-346.

Samples of the spontaneous conversations of 202 children were analyzed with respect to the frequency of usage of certain specified pronouns.

14. **GORDON, IRA J., & ARTHUR W. COMBS.** (University of Florida). The learner: self and perception. Rev. Educ. Res., 1958, 28, 433-444.

Self concept is defined as the person as known to himself. Perception is defined as the process of attributing meaning and significance to the immediate situation.

15. **HARTUP, WILLARD H.** Early pressures in child development. Young Children, 1965, 20, 270-283.

A review paper, presenting research literature and personal convictions regarding the development of achievement motivation and autonomous activity in young children.

16. **HEATHERS, GLEN.** Emotional dependence and independence in nursery school play. J. Genet. Psychol., 1955, 87, 37-57.

Time samples of nursery school children's behavior, scored for emotional independence and dependence showed a shift with age.

17. ________. *Acquiring dependence and independence: a theoretical orientation*. J. Genet. Psychol., 1955, 87, 277-291.
This paper defines certain dependence-independence aspects of personality and outlines how they may be learned.

18. HOROWITZ, E. L. *A dynamic theory of security*. J. Soc. Psychol., 1939, 10, 421-435.
Security and insecurity are functions of the interaction of the individual and the environment. They may develop in relation to the "content" or to the "form" of a situation.

19. HOROWITZ, E. L. *Child-adult relationships in the preschool years*. J. Soc. Psychol., 1940, 11, 41-58.
A modification of one of the Merrill-Palmer scales on child-adult relationships applied to children in nursery schools revealed that dependency is not a single psychological function.

20. ________, & R. E. HOROWITZ. *Development of social attitudes in children*. Sociometry, 1938, 1, 301-338.
After study of a small rural community in the south as participant observers, the authors describe the major axes of its social organization as based on race, sex, age, and, to some extent, economic status.

21. JERSILD, A. T., & M. D. FITE. *The influence of nursery school experience on children's social adjustments*. Child Develpm. Monogr., 1939, No. 25, pp. xi + 112.
Method of direct observation, supplemented by other data was used in a study of group trends and individual patterns of adjustment in the behavior of 18 nursery school children.

22. JOEL, W. *The influence of nursery school education upon behavior maturity*. J. Exp. Educ., 1939, 164-165.
Evidence is presented which shows that longer nursery school attendance is associated with great behavior maturity.

23. KLINEBERG, OTTO. (Columbia University). *Growing up for cooperation or conflict*. World Ment. Health, 1958, 10, 61-75.
Problems in human relations within and between countries are increasingly being studied with social science techniques.

24. LANDRETH, CATHERINE, & BARBARA CHILD JOHNSON. (University of California, Berkeley). *Young children's responses to a picture and insert test designed to reveal reactions to persons of different skin color*. Child Develpm., 1953, 24, 63-80.
Reactions to people of white, brown and black skin color were studied in 228 children using a picture and insert test.

25. MALLAY, H. *A study of some of the techniques underlying the establishment of successful social contacts at the preschool level*. J. Genet. Psychol., 1935, 47, 431-457.
A 2-hour observation divided into 10 second intervals was made on each of 21 nursery school children and analysis made.

26. MURPHY, LOIS B. Social behavior and child personality; an exploratory study of some roots of sympathy. New York, Columbia University Press, 1937.
Sympathy is here defined in its social context, sharing the value of pain or joy with another person as he values it.

27. MURPHY, LOIS B. (Menninger Foundation, Topeka, Kansas). Coping devices and defense mechanisms in relation to automonous ego functions. Bull. Menninger Clinic, 1960, 24, 144-153.
By the age of 2-4 years all children in the Menninger Foundation study group had developed a repertoire of defense mechanisms which played their part in the total coping behavior of each child.

28. SEARS, R. R. (Stanford University). Relation of early socialization experiences to aggression in middle childhood. J. Abnorm. Soc. Psychol., 1961, 63, (3), 466-492.
A follow-up study (7 years after) on the Ss in the original investigation on patterns of child rearing.

29. SPRINGER, DORIS V. (University of Hawaii, Honolulu). Awareness of racial differences by preschool children in Hawaii. Genet. Psychol. Monogr., 1950, 41, 215-270.
Study with 287 preschool children of varied national-racial background.

30. STENDLER, CELIA BURNS, & NORMAN YOUNG. (University of Illinois, Urbana). The impact of beginning first grade upon socialization as reported by mothers. Child Develpm., 1950, 21, 241-260.
The experience of entering first grade appears to play a very important part in the socialization process of the child.

31. __________. Critical periods in socialization and over-dependency. Child Develpm., 1952, 23, 3-12.
Two critical periods for the formation of over-dependency are proposed. First, toward the end of the first year of life, and second, during the 2 to 3 year old period.

B. Personality Development

1. ALLPORT, G. W. Concepts of trait and personality. Psychol. Bull., 1927, 24, 284-293.
A review of literature shows confusions in attempts to list or describe traits of personality.

2. __________. Pattern and growth in personality. New York: Holt, Rinehart and Winston, 1961, xiv, 593p.
The most important recent "fruits of personological research" are surveyed.

3. __________. The ego in contemporary psychology. Psychol. Rev., 1943, 50, 451-478.
Eight main conceptions of the ego are summarized: it is considered that these 8 uses have something in common: evidence cited.

4. BURGESS, ERNEST W. The cultural approach to the study of personality problems. Amer. Sociol. Soc. Papers, 24, (2), May, 1930, 264.
Analysis of behavior difficulties of an adolescent girl. Three factors are isolated as basic in personal maladjustment.

5. CRANDALL, VAUGHN J., et. al. (Fels Research Inst., Yellow Springs, Ohio). The development of social compliance in young children. Child Develpm., 1958, 29, 429-444.
The present study was concerned with the development of individual differences in young children's social compliance.

6. BRIM, ORVILLE G., JR., et. al. Personality and decision processes: studies in the social psychology of thinking. Stanford, California; Stanford University Press, 1963.
Systematic investigation of the processes involved in decision making.

7. BRONSON, WANDA C. (Univer. of Calif., Berkeley). Early antecedents of emotional expressiveness and reactivity control. Child Develpm., Vol. 37, No. 4, Dec., 1966.
The antecedents of the degree of emotional responsiveness and reactivity control which characterize the child at successive periods of childhood and adolescence are sought in factors present between birth and age 4.

8. FRANK, LAWRENCE K. Tactile communication. Etc., 1958, 16, 31-79.
A review and discussion of tactile experiences in personality development, the cultural patterning of tactile experiences, the pathology of tactile processes and experiences, and research possibilities.

9. FREYBERG, P. S. Concept development in Piagetian terms in relation to school attainment. J. Ed. Psychol., Vol. 57, 3, June, 1966, pp. 164-168.
The purpose of this study was to investigate in depth the relationship between children's levels of concept development and their school attainment in three areas.

10. GOODENOUGH, FLORENCE L. The appraisal of child personality. Psychol. Rev., 1949, 56, 123-131.
Many difficulties have arisen in the attempt to adapt methods found suitable for the study of abilities to the very different problem of the measurement of conduct.

11. KAHN, E., & L. H. COHEN. The potentiality for change in personality. Amer. J. Psychiat., 1933, 12, 523-529.
The various aspects of the personality are rooted in the individual's heredity environment or potentialities. By exercising some command over environmental opportunities we may make it possible for an individual to utilize potentialities to a greater or less extent.

12. KELLMER, PRINGLE, & S. GOOCH. Chosen ideal person; personality development and progress in school subjects, a longitudinal study. Human Development, 1965, 8, 161-180.

This longitudinal comparison suggests that there are definable stages in the choice of "ideal person" which interrelate with chronological age and maturation level. There appears to be also some relation between choice of "ideal person" and level of scholastic attainment.

13. LEVIN, HARRY, & ALFRED L. BALDWIN. The choice to exhibit. Child Develpm., 1958, 29, 373-380.

Two studies were reported in which children chose how visible they wanted to be to audiences of various prestiges, depending on whether they had previously been praised or reproved for their performance on a model building task.

14. LIPSITT, LEWIS P. (Brown University, Providence, R.I.). A self-concept scale for children and its relationship to the children's form of the manifest anxiety scale. Child Develpm., 1958, 29, 463-472.

A self-concept scale and an ideal-self scale were administered twice, along with the children's manifest anxiety scale, to approximately 300 4th, 5th, and 6th grade children at a two-week interval.

15. MILTON, G. A. (University of Colorado, Boulder). A factor analytic study of child-rearing behaviors. Child Develpm., 1958, 29, 381-392.

This study is a factor analysis of 44 parental child-rearing behaviors. Behaviors were chosen which have relevance for current theories of personality development.

16. MURPHY, L. B. Personality development of a boy from age two to seven. Amer. J. Orthopsychiat., 1944, 14, 10-21.

Together with Schactel's paper, "The Rorschach Test with Young Children", this paper affords a basis for the comparison of the Rorschach technique with behavior records over a period of five years.

17. SMITH, HOWARD P., & SUZANNE W. APPELFELD. Children's paintings and the projective expression of personality: an experimental investigation. J. Genet. Psychol., 1965, 107, 289-293.

The view that a child projects his personality through his paintings has been widely accepted, despite the lack of convincing experimental evidence.

18. SEARS, ROBERT R. (Stanford University). Personality theory: the next forty years. Monogr. Soc. Res. Child Develpm., 1959, 24, (5 whole No. 74), 37-48.

As a point of departure for what future theorizing will bring, the author reviews the history of personality to date.

19. STERN, CAROLYN, & EVAN R. KREISLAR. Acquisition of problem solving strategies by young children and its relation to mental age. Am. Ed. Res. J., Vol. 4, 1, Jan., 1967, p. 1-12.

Object of the investigation was to determine whether young children can be taught strategies for solving problems within a limited context.

C. Cognitive Development

1. ALMY, MILLIE CORINNE. Intellectual mastery and mental health. Tech. Coll. Rec., 1962, 63, (6), 468-478.

The literature is reviewed for suggestions on the role and requirements of the teacher in promoting environmental mastery.

2. AMES, LOUISE BATES. Development of sense of time in the young child. J. Genet. Psychol., 1946, 68, 97-125.

Extensive observations made of spontaneous verbal usage of time concepts by children 1½ to 4 years of age. In spite of considerable individual difference, time concepts appear in relatively uniform sequence.

3. __________. Free drawing and complete drawing: a comparative study of preschool children. J. Genet. Psychol., 1945, 66, 161-165.

Study seems to confirm the importance of maturational over situational factors in the emergence of drawing behaviors.

4. __________. The sense of self of nursery school children as manifested by their verbal behavior. J. Genet. Psychol., 1952, 81, 93-232.

From 50 to 75 subjects observed in the course of two school years.

5. ANASTASI, ANN. (Fordham University). Differentiating effect of intelligence and social status.

The high positive correlation between intelligence test scores, educational levels and socioeconomic variables must be seen against fertility differentials that vary from their own group patterns for families that move upwards socially, that come from high fertility areas, for post-war marriages, for highest level income groups.

6. ANDERSON, H. B. A comparison of the oral vocabulary of 6 year olds with the words used in beginning basal readers. Dissert. Abstr., 1966, 26, (11), 6540.

Study to determine if the words of the beginning basal readers were the same as those in the oral vocabulary of 6 year olds.

7. APGAR, V., & L. S. JONES. (Presbyterian Hospital, N.Y.). Further observations on the newborn scoring system. Am. J. Dis. Child., 1962, 104, (4), 419-428.

A report of recent clinical and research applications of the Apgar score including a discussion of its use for predicting later mental development.

8. BALOW, IRVING H. (University of California, Riverside). Lateral dominance characteristics and reading achievement in first grade. J. Psychol., 1963, 55, (2), 323-328.
320 first grade children were classified according to conditions of hand dominance, eye dominance and knowledge of right and left. Relationship of these factors with reading achievement tested.

9. BRUNER, JEROME S. (Harvard University). The act of discovery. Harvard Educ. Rev., 1961, 31-21-32.
The active participation in the learning process by the child might result in several hypothesized benefits.

10. __________. The cognitive consequences of early sensory deprivation. Psychosom. Med., 1959, 21, 89-95.
Suggests that early sensory deprivation prevents the formation of adequate models and strategies for dealing with the environment and later deprivation in normal adults disrupts the vital evaluation process by which one constantly monitors and corrects the models and strategies one has learned to employ in dealing with the environment.

11. __________. Learning and thinking. Harvard Educ. Rev., 1959, 29, 184-192.
Some conditions which promote and inhibit generic learning in American schools today are considered.

12. BUDOFF, MILTON, & DONALD QUINLAN. (University of Mass.). Auditory and visual learning in primary grade children. Child Develpm., 1964, 35, 583-586.
McGeoch and Irion's statement that young children learn more effectively via auditory than visual presentation was tested with a sample of primary grade children.

13. DAVIES, CAROLYN M. (Fels Research Institute). Development of the probability concept in children. Child Develpm., Sept., 1965, Vol. 36, No. 3.
To provide additional information concerning Piaget's theory of the development of the probability concept, non-verbal and verbal tests were given to 112 Ss, 8 male and 8 female at each age from 3 through 9 years. The results supported Piaget's interpretation of the acquisition of this concept as a developmental phenomenon.

14. DURKIN, DOLORES. (University of California, Berkeley). A study of children who learned to read prior to first grade. Cal. J. Educ. Res., 1959, (May), 10, 109-113, 4811.
Out of a researched population of 5103 first grade California children, 49 were regarded as meeting the preschool reading criterion without benefit of prior formal instruction.

15. FLAVELL, JOHN H. The developmental psychology of Jean Piaget. Princeton, N.J., D. Van Nostrand, 1963, xvi, 472p.

Includes the presentation of Piaget's theoretical systems and their various roles within his schema of developmental stages. Includes brief descriptions of his experiments on intellectual and perceptual development.

16. GESELL, A. The protection of early mental growth. Amer. J. Orthopsychiat., 1941, 11, 498-503.

Gesell presents some propositions about infancy and growth which form the rationale for a more complete socialized effort to protect the early mental growth of children.

17. FELDMAN, SHIRLEY C. Depth of first grade reading: an analysis of the interactions of professed methods, teacher implementation, and child background. Res. in Ed., Nov., 1966, 1.

The primary investigation concerned the effect of teacher characteristics, style, and interpretation of reading method on pupil achievement scores both in January and June in the first-grade year.

18. GOODENOUGH, F. L. The relation of mental growth to personality and adjustment. Ment. Hyg., N.Y., 1937, 21, 243-254.

As opposed to the term "physical growth" mental growth may be held to include all changes in type of response to external stimuli that presumably result from growth changes in the central nervous system.

19. HESS, ROBERT D. (University of Chicago), & VIRGINIA C. SHIPMAN. Early experience and the socialization of cognitive modes in children. Child Develpm., 1965, 36, 869-886.

The question considered is what is cultural deprivation and how does it act to shape and depress the resources of the human mind.

20. HILL, SUZANNE D. (Louisiana State University, New Orleans). Transfer in discrimination learning. Child Develpm., Sept., 1965, Vol. 36, No. 3.

Two types of pretraining preceded testing on the oddity problem for 4 and 6 year old children and on the conditional oddity problem for 9 and 12 year old children. It was found that age factors were important determiners of transfer in both situations.

21. JERSILD, A. T., & R. RITZMAN. Aspects of language development: the growth of loquacity and vocabulary. Child Develpm., 1938, 9, 243-259.

88 2-5 year old children whose mean IQ was 132 served as subjects for this study.

22. JOHNSON, D. M., & C. A. O'REILLY. Concept attainment in children: classifying and defining. J. Ed. Psychol., 1964, 55, 71-74.

In concept-learning experiments, subjects who have learned to classify objects correctly often cannot define the class. Review of the nature of concepts and the methods of concept experiments suggested an experiment in which children were given materials appropriate to both classifying and defining tasks, and the definitions were reliably evaluated.

23. KAGAN, JEROME. (Harvard University). Reflection-impulsivity and reading ability in primary grade children. Child Develpm., Sept., 1965, Vol. 36, No. 3.
Each of 130 children were given visual-matching problems involving designs and pictures and reading-recognition tests at the end of the first and second grade.

24. KASS, NORMAN. (University of Minnesota). Risk in decision making as a function of age, sex, and probability preference. Child Develpm., 1964, 35, 577-582.
The purpose of study was to investigate decision making behavior in children.

25. MASLOW, A. H. Cognition of being in the peak experiences. J. Genet. Psychol., 1959, 94, 43-66.
Self-actualizing people are characterized by B-cognition, love of the being of the other person or object rather than by D-cognition, the deficiency love of children and adolescents.

26. MENYUK, PAULA. (Mass. Inst. of Technology). Syntatic rules used by children from preschool through first grade. Child Develpm., 1964, 34, 533-546.
A transformational model of syntactic structures was used to describe children's grammar from under 3 years of age to over 7 years as a self-contained system and to indicate developmental trends.

27. MORIN, ROBERT E. (Kent State University), & BERT FORRIN. Information processing: choice reaction times of first and third-grade students for two types of associations. Child Develpm., Sept., 1965, Vol. 36, No. 3.
The primary intent of the study was to investigate the effect of amount of prior experience upon the slope of the function relating choice reaction time to stimulus uncertainty.

28. PIAGET, JEAN. Principal factors determining intellectual evolution from childhood to adult life. In Adrian, E.D. and others, Factors Determining Human Behavior. (Harvard Tercentenary Publications), Cambridge, Mass., Harvard Univ. Press, 1937, 32-48.
The author distinguishes three levels in the development of the child's knowledge of the external world.

29. _________. The birth of intelligence in the child. Neuchatel: Delachaux & Niestle, 1948, 370p., 10 Fr. Swiss.
Topics discussed include the sensori-motor basis of intelligence, the elementary forms of representation, the beginning of imitation, play, and the formation of the symbol.

30. _________. The psychology of intelligence. Patterson, N.J., Littlefield Adams, 1960, vii, 182p.
Deals with nature of intelligence, sensori-motor functions and the development of thought.

31. ________. The child's conception of physical causality. New York: Harcourt, Brace and Company, 1930, 625p.
The author and his collaborators have questioned groups of children of various ages in several towns in Switzerland in endeavor to find out stages of development of the concept of cause.

32. PRATT, WILLIS E. A study of the differences in the prediction of reading success of kindergarten and non-kindergarten children. J. Educ. Res., 1949, 42, 525-533.
Kindergarten and non-kindergarten children in the first grade differed significantly in scores on the American School Reading Readiness test.

33. SKEELS, HAROLD M., & IRENE HARMS. (State Univer. Iowa, Iowa City). Children with inferior social histories: their mental development in adoptive homes. J. Genet. Psychol., 1948, 72, 283-294.
A study was made of the later intelligence of 229 children with inferior social histories placed in foster homes.

34. SPRINGER, DORIS V. Development in young children of an understanding of time and the clock. J. Genet. Psychol., 1952, 801, 83-96.
Eighty-nine children aged 4-6 were asked in individual interviews to tell their own activity times, tell time by clock, set a clock, and answer questions about clock hands.

35. SUCHMAN, J. RICHARD, & MARY JANE ASCHNER. (University of Illinois). Perceptual and cognitive development. Rev. Educ. Res., 1961, 21, (5), 451-462.
During the past decade there has been increasing interest in the effects of central and intervening processes on the act of perceiving.

36. TAYLOR, ANN. (Inst. of Child Study). Maternal deprivation: its effects on conceptual development. Bulletin of the Institute of Child Study, 1965, 27, (3), 4-10.
Study of 10 children reared from birth to 3½ years in an institution which seriously deprived them of opportunity for conceptual development.

37. WOLMAN, RICHARD N. (Ohio State Univ.), & EDWIN N. BARKER. A developmental study of word definitions. J. of Genet. Psychol., 1965, 107, 159-166.
A sample of children was studied to determine whether Piaget's theoretical position of discontinuous cognitive development is tenable with regard to the way in which children define words.

D. Influences on Learning

1. AMES, LOUISE BATES. (Yale U.). Postural and placement orientations in writing and block behavior; developmental trends from infancy to age 10. J. Genet. Psychol., 1948, 73, 43-52.
179 cases studied. Clearly observable behavior trends were identified and presented.

2. __________, & ELIZABETH HELLERSBERG. The Horn-Hellersberg test: responses of 3 to 11 year old children. Rorschach Res. Exch., 1949, 13, 415-432.
The drawings of 225 children (3-11) were anslyzed in an effort to determine maturational stages through which the normal child passes as he responds to the test situation.

3. ANASTASI, ANN.. Intelligence and family size. Psychol. Bull., 1956, 53, 187-209.
As a result of negative correlations commonly found between intelligence test scores of children and number of siblings, several writers have predicted a drop in the intellectual level of the population. A critical review of the research literature is presented.

4. __________. Some implications of cultural factors for test construction. Proc., 1949 Invitational Conf. Test Probl. ETS, 1950, 13-17.
Cultural factors influence test performance just as they influence other aspects of individual behavior.

5. BALDWIN, ALFRED L., & HARRY LEVIN. Effects of public and private success or failure on children's repetitive motor behavior. Child Develpm., 1958, 29, 363-372.
A report of two studies on the "effects either of audiences or audiences in combination with success and failure on children's performances in simple visuomotor tasks.

6. BOWER, ELI M., & JACK HOLMES. (Calif. State Dept. Education, Sacramento). Emotional factors and academic achievement. Review Educ. Res., 1959, 29, 529-544.
Concepts are delineated relating to screening and identification, pupil-teacher interactions, and preventive and therapeutic programs for the emotionally disturbed child.

7. CRANDALL, VAUGHN, et. al. (Fels Res. Institute, Yellow Springs, Ohio). Maternal reactions and the development of independence and achievement behavior in young children. Child Develpm., 1960, 31, 243-251.
The investigation was concerned with correlates and antecedents of young children's achievement behavior.

8. DORIS, JOHN. (Yale University, New Haven, Conn.). Test anxiety and blame assignment in grade school children. J. Abnorm. Soc. Psychol., 1959, 58, 181-190.
In this investigation an attempt was made to measure the relationship between test anxiety in elementary school children and the propensity for self-blame assignment in regard to the experience of failure in a test situation.

9. DEUTSCH, CYNTHIA P. (New York University School of Education). The development of auditory discrimination relationship to reading proficiency and to social class. Res. in Ed., May, 1967, 5, p. 1.
Three objectives of the study: (1) to determine if there are social class differences in auditory discrimination ability, (2) to determine the prevalence of auditory discrimination difficulties coincident with different levels of reading skills, and (3) to explore the possible relationships between levels of auditory discrimination skills and visual perceptual skills involved in reading.

10. DEUTSCH, MARTIN. (New York Medical Coll.). Minority group and class status as related to social and personality factors in scholastic achievement. Soc. Appl. Anthropol. Monog., 1960, No. 2, 32p.
Report of a 3 year study of interrelationships between social, personality and school achievement factors for negro school children living in slums of a large northern city.

11. GATES, ARTHUR I. (Columbia U.). Sex differences in reading ability. Elem. Sch. J., 1961, 61, 431-434.
6646 boys and 6468 girls in grades 2-8 compared on Gates Reading Survey Tests.

12. GOODENOUGH, F. L. New evidence on environmental influence on intelligence. Yearb. Nat'l. Soc. Stud. Educ., 1940, 39, (I), 307-365.
An evaluation of evidence collected grouped according to the effects of nursery school training, late school training, and foster home placement with particular attention to the Iowa researches.

13. HANAWALT, NELSON G. (Rutgers State U., New Brunswick, N.J.), & LINDA J. GEBHARDT. Childhood memories of single and recurrent incidents. J. Genet. Psychol., 1965, 107, 85-89.
The recall of 460 childhood memories (1-5 years) by 75 adolescent Ss in 2 samples 1 year apart, collected by 4 Es, was analyzed on the basis of relative frequency of single and recurrent incidents and on the basis of emotional tone of the incident at the time of its occurrence.

14. HARTLEY, RUTH E. (Ed.). The acceptance of new reference groups. N.Y.C. Coll. Spec. Res. Proj. Tech. Rep., 1956, No. 2, 24p.
This 3 section report describes studies of the generality of attitudes toward a membership group.

15. HARTUP, WILLARD W. (University of Minnesota). Patterns of imitative behavior in young children. Child Develpm., 1964, 35, 183-191.
Investigation was to test the hypothesis that generality, across models and across situations, is characteristic of imitative behavior in children.

16. HAVIGHURST, ROBERT J. (University Chicago). Conditions productive of superior children. Teachers Coll. Rec., 1961, 62, 524-531.

A study of 6th grade children in the public schools of a medium-sized midwestern town.

17. HOROWITZ, FRANCES DEGEN, & JAMES ARMETROUT. (University of Kansas). Discrimination-learning, manifest anxiety, and effects of reinforcement. Child Develpm., Vol. 36, No. 3, 1965.

Two studies of the relation between children's manifest anxiety scores and performance on simultaneous and successive discrimination-learning tasks are reported.

18. HUNT, J. MC VICKER. (University of Illinois). Experience and the development of motivation: some reinterpretations. Child Develpm., 1960, 31, 489-504.

This research is concerned with certain derivatives of drive theory.

19. HURLOCK, E. B., & E. D. NEWMARK. The memory span of preschool children. J. Genet. Psychol., 1931, 39, 157-173.

Study of memory span of preschool children and its possible relationship to intelligence.

20. JOHNSTON, MARGARET K., et. al. (University of Washington). An application of reinforcement principles to development of motor skills of a young child. Child Develpm., 1966, Vol. 37, No. 2.

An unusually low rate of vigorous physical activity of a preschool child was changed to a normal rate through systematic social reinforcement of climbing behavior on a specific piece of play-yard equipment.

21. KELLER, F. S. (Columbia University). The phantom plateau. J. Exp. Anal. Behavior, 1958, 1, 1-13.

A review of the research on learning Morse code showing that early reports of a plateau in learning curves were not verified in subsequent research.

22. KEPHARD, NEWELL C. (Purdue University), & WILLIAM FLOYD. Classroom environment and pupil welfare. J. Educ. Psychol., 1954, 45, 52-59.

Pupils in two classrooms which had been repainted and refurnished according to the room design of the "coordinated classroom" recommended by Harman were compared to pupils in classrooms refinished in a traditional way.

23. KLINEBERG, OTTO. Some footnotes to the psychology of intergroup relations. In J. G. Peatman and E. L. Hartley (Eds.), Festschrift for Gardner Murphy, pp. 183-193.

A series of questions about the effect of language forms on attitudes towards ethnic or other social groupings.

24. KOHN, MARTIN. (Bank St. Coll. Educ., New York), & MARIAN RUDNICK. Individualizing teaching with therapeutic aims: a methodological study. Genetic Psychol. Monographs, 1965, 72, 91-137.

Three teachers and 6 students (preschool age) were involved in a program of individualized teaching with therapeutic basis and related to psychoanalytic principles.

25. KORNER, A. F. (Mt. Zion Hospital, San Francisco). Developmental-diagnostic dimensions as seen through psychological tests. J. Proj. Tech., 1962, 26, (2), 201-211.
Psychological test results are discussed as they contribute to the detection of developmental arrest in childhood.

26. KVARACEUS, WILLIAM C. Instructional materials pertaining to race and culture in American life. Res. in Ed., 1, Nov., 1966.
This curriculum development project was conducted to adjust elementary instructional programs to include information and concepts about racial-cultural diversity in America, including the life on the American Negro.

27. LAWLER, CAROL O. (Yale University), & EDWARD E. LAWLER, III. Color-mood associations in young children. J. Genet. Psychol., 1965, 107, 29-32.
An experiment was conducted to determine if color-mood associations exist in nursery-school children.

28. LEVIN, HARRY. Reading skill, a program of basic and applied research. Res. in Ed., April, 1967, 4, 311.
Complete texts of papers presented at the Fifth Research Planning Conference of "Project Literacy".

29. __________, & ELINOR WARDWELL. (Cornell University). The research uses of doll play. Psychol. Bull., 1962, 59, (1), 27-56.
Besides methodological studies the findings in 5 areas of investigation which have used doll play were summarized: aggression, stereotypy, doll preference, effect of separation from parents, and prejudice.

30. LANGDON, GRACE. Similarities and differences in teaching in nursery school, kindergarten and first grade. New York, John Day, 1933, 405p.
A comparative study of teaching procedures with discussion of the significant similarities and differences therein.

31. MASLOW, A. H. (Brandeis U.). Emotional blocks to creativity. J. Indiv. Psychol., 1958, 14, 51-56.
The creativeness arising from the "unconscious" attracts the author's attention. To stigmatize the "unconscious" side of human nature is obsolete. Voluntary regression appears to be a characteristic of healthy people. A truly integrated person can be both childish and mature.

32. MASLOW, A. H. (Brandeis U.). Critique of self-actualization: I. some dangers of being-cognition. J. Indiv. Psychol., 1959, 15, 24-32.
Cited and discussed are a number of 'dangers' such as 'making action impossible or at least indecisive'; making us less responsible, and perceiving other persons as "perfect".

33. MORSE, MERVYN M. I. The effectiveness of individual classroom adaptation in bringing about attitude growth in class groups. II. Some factors which relate to the three categories of attitude growth: significant growth, ordinary growth, and no growth. Union Coll. Study Character Res., 1953, 1, 1-15.
The experiment investigated the growth in attitudes of 24 4 and 5 year old children in a church school class using Character Research project materials and methods.

34. MOUSTAKAS, CLARK E., & DAVIS SMILLIE. (Merrill-Palmer School, Detroit, Mich.). The significance of individual creativity for psycho-therapy. J. Indiv. Psychol., 1957, 13, 159-164.
A discussion of views of creativity, the unique individual's relationship to society, and limitations in traditional evaluations of psychotherapy.

35. MURPHY, GARDNER. (Menninger Foundation). Freeing Intelligence through teaching. New York: Harper & Row, 1961, 64p.
The analysis of the teaching process traces relationships between rational and personal factors.

36. __________. Creativeness. Menninger Quart., 1957, 11, (2), 1-6.
This article surveys the problems confronting parents and teachers in furthering the typical 4 phases of creative thinking.

37. MC CANDLESS, BOYD R. (Indiana University Foundation, Bloomington). The development of a diagnostically based curriculum for preschool psycho-socially deprived children. Res. in Ed. EP, 010, 349, 2.
The purpose of the study is the development and evaluation of a diagnostically based curriculum for preschool psycho-socially deprived children.

38. OJEMANN, RALPH H. (State University, Iowa City). Changing attitudes in the classroom. Children, 1956, 3, 130-134.
The author describes a non-causal approach and a causal approach in developing understanding in the classroom.

39. OLSON, W. C., & B. O. HUGHES. The concept of organismic age. J. Educ. Res., 1942, 35, 525-527.
Organismic age is an average of mental age, dental age, reading age, weight age, height age, carpal age, and grip age.

40. PAIVIO, ALLAN. (University of Western Ontario). Childrearing antecedents of audience sensitivity. Child Develpm., 1964, 35, 397-416.
Measures of audience sensitivity, a tendency to be anxious about performing in public were obtained from 132 children in one study and 177 in another. Parents contributed childrearing information.

41. PIAGET, JEAN. Ideas of speed, distance covered, and time in 5 year olds. Enfance, 1957, No. 1, 9-42.
Piaget re-examines the problem of the preschool child's ideas of speed, distance covered and time. A number of experimental studies are reported and discussed.

42. __________, & VINH BANG. Comparison of the eye movements and eye fixations of children and adults. Arch. Psychol., Geneva, 1961, 38, (whole No. 150), 167-200.

Differences in the eye movements and fixations of children and adults were obtained when the Ss perceived a variety of vertical and horizontal lines.

43. PRUCKNER, HANS. Vacations and the health of children. Soz. Hygiene, 43, (5), Mar., 1930, 122-128.

The health of school children under the new system of vacations existing in Germany does not compare favorably with that of children under old system of long summer vacation.

44. ROUCEK, JOSEPH S. (Ed.). Programmed teaching: a symposium on automation in education. Philosophical Library, 1965, viii, 194p.

Collection of 13 papers written by education specialists regarding various applications of programmed instructional procedures in education.

45. REMER, L. L. Handicaps of school entrants: a study of traits which handicap children entering kindergarten and first grade. Univer. of Iowa Study: Studies Child Welfare, 1932, 6, Pt. vi, 197-207.

734 children rated. Handicaps divided into personality, intellectual and language difficulties. 20% of children were handicapped in some way for school progress.

46. SEARS, PAULINE SNEDDON, & HARRY LEVIN. Levels of aspiration in preschool children. Child Develpm., 1937, 28, 317-326.

19 children, 4 and 5 years old were studied in 2 sessions of a level of aspiration situation involving 6 separate tasks graded into 5 difficulty levels.

47. SKEELS, H. M., et. al. A study of environmental stimulation: an orphanage preschool project. Univ. Iowa Study Child Welf., 1938, 15, No. 4, 191p.

The study determined the effects of preschool education through the medium of a preschool introduced into the lives of underprivileged children living in an orphanage.

48. STAINES, J. W. (Newcastle Teachers' Coll. & Univer. College, N.S.W., Australia). Symposium: the development of children's values. III. The self-picture as a factor in the classroom. Brit. J. Educ. Psychol., 1958, 28, 97-111.

To test the hypotheses that teachers differ in frequency and kind of comments regarding the self and that routine teaching can be designed to effect changes in the self-picture, two data gathering techniques were used.

49. STEVENSON, HAROLD W. (U. Minn.), & RICHARD D. ODOM. The relation of anxiety to children's performance on learning and problem-solving tasks. Child Develpm., 1965, 36, 1003-1012.

A total of 318 boys and girls at grades 4 and 6 were presented with paired associates, concrete discrimination, abstract discrimination, concept formation, and anagrams tasks. It is concluded that anxiety has the most disruptive effect on performance in tasks involving verbal processes.

50. STRANG, RUTH. (Teachers Coll. Columbia Univ., New York). Characteristics of a classroom which promotes mental health. Nerv. Child., 1954, 10, 363-367.
In classrooms that promote mental health the pupils choose appropriate goals and have opportunities to make progress toward these goals.

51. TERMAN, LOUISE M., & MELITA H. ODEN. (Stanford Univer.). Genetic studies of genius, vol. v: the gifted group at mid-life. Palo Alto, Calif., Stanford Univ. Press, 1959, xiii, 187p.
Data obtained in the 1950-55 follow-up of Terman's original (1921) group of 1528 children of Benet IQ of 140 and up are presented.

52. THOMPSON, GLENN W. (Allegheny Coll.). Children's acceptance of television advertising and the relation of televiewing to school achievement. J. Ed. Res., 1964, 58, 171-174.
A child's knowledge and understanding of television commercials appears to be largely the result of an interaction between intelligence and hours of viewing.

53. THORNDIKE, ROBERT L. (Teachers Coll., Columbia University). The measurement of creativity. Teacher's Coll. Rec., 1963, 64, (5), 422-424.
Low correlations between subtests and between different tests of creativity suggest considerable tentativeness in using the word "creativity" as measured by tests now so labeled.

54. WATTENBERG, WILLIAM W., & CLARE CLIFFORD. (Wayne State University). Relation of self-concepts to beginning achievement in reading.
Based on the reported association between poor self-concepts and reading disabilities, this exploratory study was an effort to determine which was the antecedent phenomenon.

55. WITTY, PAUL. (Northwestern University). Some results of eight yearly studies of T.V. Sch. Soc., 1958, 86, 287-289.
Most parents and teachers today accept televiewing as part of present-day reality.

56. WYLER, ROBERT S., JR. (Univ. Iowa). Self-acceptance, discrepancy between parents' perceptions of their children and goal-seeking effectiveness. J. Personality and Soc. Psychology, 1965, 2, 311-316.
This study was designed to investigate the interrelationship between self-acceptance discrepancy between parents' perception of their children, and children's academic effectiveness.

E. Adjustment in School

1. ALMY, MILLIE CORINNE. Children's experiences prior to first grade and success in beginning reading. Teach. Coll. Contr. Educ., 1949, No. 954, 124p.
Hypothesis that learning to read in first grade is positively correlated to the number of responses to opportunities for reading the child makes prior to first grade entrance, and that kinds of activities in which the child participates influence his approach to learning in the first grade.

2. ANASTASI, ANN. (Fordham Univ.). Psychological tests: uses and abuses. Teach. Coll. Rec., 1961, 62, 389-393.

   A test score does not reveal the cause of that score.

3. ANASTASIOW, NICHOLAS J. Success in school and boy's sex-role patterns. Child Develpm., 1965, 36, 1053-1066.

   Based on theoretical writings of Freudians, it was predicted that 5 and 6 year old boys who make consistent sex-typed toy preferences would show higher achievement test scores and be rated as more successful by their teachers.

4. AXLINE, V. M. Morale on the school front. J. Educ. Res., 1944, 37, 521-533.

   The author gives an account of the use of therapy in public school situations.

5. BARUCH, D. W. A study of reported tension in interparental relationship as co-existent with behavior adjustments in young children. J. Exp. Educ., 1937, 6, 187-204.

   Children were observed in the preschool, their problems recorded, and their adjustments rated.

6. BARUCH, D. W. Are teaching techniques meant for children? J. Consult. Psychol., 1944, 8, 107-117.

   Observations of current teaching techniques leads to the conclusion that the teacher should acquire techniques that are honestly meant for children. Fourteen rules are given.

7. BRENNER, ALTON. A new gestalt test for measuring readiness for school. Merrill-Palmer Quart., 1959, 6, 27-51.

   The author introduces a new Gestalt Test devised for measuring readiness in school.

8. DURKIN, DOLORES. (Columbia University). A case study approach toward an identification of factors associated with success and failure in learning to read. Cal. J. Educ. Res., 1960, (Jan.), 11, 26-33.

   Test data presented of 6 first-grade boys. Complexity of contributing factors briefly discussed.

9. FULLER, ELIZABETH MECHEM. How do children feel about it? Child. Educ., 1946, 23, 124-132.

   The author reports her findings about children's feelings in a study which was made as part of the University of Michigan Growth Studies.

10. GATES, ARTHUR I. (Columbia University). What we know and can do about the poor reader. Education, 1957, 77, 528-533.

    The author analyzed a number of psychological involvements in how to identify and how to help the poor reader.

11. GLIDEWELL, JOHN C. (Washington University, St. Louis). Organization adjustment and classroom achievement. Teachers Coll. Rec., 1961, 62, 274-281.

    Raises questions about the etiology and diagnosis of maladjustment in the classroom.

12. GOODENOUGH, F. L., & A. M. LEAHY. The effect of certain family relationships upon the development of personality. Ped. Sem., 1927, 34, 45-71.

The study of kindergarten children at the Minneapolis Child Guidance Clinic afforded opportunity to consider the bearings upon behavior traits of order of birth in the family.

13. GOODLAD, JOHN I. Some effects of promotion and non-promotion upon the social and personal adjustment of children. J. Exp. Educ., 1954, 22, 301-328.

The purpose of the study was to determine whether or not differences in social and personal adjustment exist between 2 groups of promoted and non-promoted children.

14. GRUBER, SIGMUND. The concept of task orientation in the analysis of play behavior of children entering kindergarten. Amer. J. Orthopsychiat., 1954, 24, 326-335.

Preschool children who are likely to develop subsequent difficulties during the kindergarten year can be detected by tests of their degree of task orientation.

15. HAMMOND, SARAH LOU, & DORA S. SKIPPER. (Florida State University). Factors involved in the adjustment of children entering first grade. J. Educ. Res., 1962, 56, 89-95.

This study was conducted for the purpose of identifying factors involved in the adjustment of the child in first grade.

16. HARTUP, WILLARD W. (State University of Iowa, Iowa City). An evaluation of the Highberger early-adjustment-to-school scale. Child Develpm., 1959, 30, 421-432.

Investigation explored certain correlates of the Early-Adjustment-To-School Scale.

17. HOROWITZ, E. L., & R. B. SMITH. Social relations and personality patterning in preschool children. J. Genet. Psychol., 1939, 54, 337-352.

After suitable training programs, teachers observed the free play activities used by each pupil for 30 second periods on successive days until 20 records per child had been made.

18. KEISTER, M. E. The behavior of young children in failure: an experimental attempt to discover and modify undesirable responses of preschool children to failure. University Iowa Stud. Child Welfare, 1938, 14, 27-82.

A method was devised for studying behavior of children in situations difficult for them.

19. KEPHART, NEWELL C., & TED J. KREIN. (Purdue University). Perception and adjustment in school children. Optom. Wkly., 1955, 46, 1685-1689.

An experimental study of the relation of perception and adjustment was undertaken on 56 school children aged 7 to 12.

20. KVARACEUS, WILLIAM C. Prediction of mal-adjustive behavior. Proc. 1958 ETS. Conf. Test. Probl., 1959, 26-34.
Factors which tend to raise or to lower the reliability and validity of currently available instruments for making such predictions are emphasized.

21. KVARACEUS, WILLIAM C. The delinquent pupil. N.Y. State Educ., 1958, 46, 193-194, 234-235.
Lists 10 distinguishing characteristics of delinquency and comments briefly on the similarity of the findings of five major research studies.

22. LANDA, L. N. Formation of a general method of thinking activity for solving problems in pupils. Vop. Psikhol., 1959, 3, 14-27.
An important role of learning is to develop in pupils such general methods of thinking activity which would enable them to solve not only problems and tasks studied in the past, but also those which are new to them.

23. MENNINGER, WILLIAM C. (Menninger Foundation, Topeka, Kans.). The therapy of friendship. Fed. Probation, 1957, 21, 41-46.
In a speech before the Big Brothers of America, Menninger describes the nature of friendship that must exist if therapeutic gain is to be expected.

24. MURPHY, GARDNER. (Menninger Foundation). Self-realization and mental health. Bull. Menninger Clinic, 1959, (May), 23, 81-84.
Self-realization is relative to potentials which, when stated negatively can be made rather clear, but the primary clinical and educational task should be exploration of a child's potentialities rather than of his weakness, according to this author.

25. RIDENOUR, NINA. (Littleson Family Foundation, New York). Building self-confidence in children. Chicago, Illinois, Science Research Associates, Inc., 1954, 47p.

26. ROGERS, CARL R. Personal thoughts on teaching and learning. Merrill-Palmer Quart., 1957, 3, 241-243.
Author states that the best teaching emerges from a teacher-learner relationship in which the former is accepting and permissive and the latter makes the relevant discoveries himself.

27. TIPPETT, JEAN S., & EARLE SILBER. Autonomy of self esteem: an experimental approach. Archives of General Psychiatry, 1966, 14, (4), 372-385.
The autonomy of self-esteem in late adolescent Ss with respect to an influence by an external, authoritative source was explored through an experimental study.

APPENDIX D

PARENT-CHILD EDUCATIONAL CENTER EDUCATIONAL SPECIFICATIONS

PARENT-CHILD EDUCATIONAL CENTER
EDUCATIONAL SPECIFICATIONS

The format for the following educational specifications essentially follows the recommendations as outlined in Program Evaluations and Review Technique Applications in Education (P.E.R.T.) and therefore can be considered to have "P.E.R.T.-ness".

The specific educational specifications are based upon the Parent-Child Educational Center's Educational programs, the projected needs of Parent-Child Educational Centers and "The Criteria for the Development of Parent-Child Educational Center Facilities".

Introduction and Background

Following is a brief review of the rationale, educational programs and basic purposes underlying the conceptual development of the Parent-Child Educational Centers.

It should be recognized that this introductory review as part of the educational specifications is incomplete and is intended as a recapitulation of the basic concepts embodied in previous PCEC reports. Therefore, the reader is referred for the complete PCEC overview and background information, to the following Parent-Child Educational Centers, Planning and Advisory Committee publications:

> An Account of the Planning for The Parent-Child Education Center of The Tierra Verde Public School, Litchfield Park, Arizona, Section One
>
> An Account of the Planning for The Parent-Child Education Center of the Tierra Verde Public School, Litchfield Park, Arizona, Section Two
>
> Review of Research Related to Development, Learning & Mental Health In Early Childhood
>
> "The Rationale"
>
> "The Program"
>
> "A Plan for Program Functioning"
>
> "A Review of Selected Research Related to a Program for Parents and Children"

It is proposed by the Parent-Child Educational Center Planning and Advisory Committee (hereafter referred to as the PCEC Committee, or the Committee), that the beginning units of the public school system in the Litchfield Park Area, be neighborhood Parent-Child Educational Centers (hereafter referred to as PCEC or the Center) located within easy walking distance of the children's homes.

A Parent-Child Educational Center is a coordinating activity, purposing to serve both parents and children from infancy through seven years (or thereabouts), which will be carried on through the mutual initiative and involvement of parents and professional staff. The PCEC Committee expressed the basic rationale behind the Center activities as follows:

> The basic purpose is two-fold, i.e., to serve parents, (1) in providing for the developmental well-being of their infants and young children, and (2) in increasing the effectiveness of their own parenting skills.

The PCEC Committee believes that the earliest years of children's growth and development and the concerns of parents with this development, cannot be ignored if the school is to give more than lip service to the idea that " . . . living for every child should be a continuous developmental process of integrated experiences and learnings, fitted to him as the unique individual he is".

Thus, the purpose of the Parent-Child Educational Center as stated is to serve parents in providing for the developmental well-being of their children and in increasing the effectiveness of their parenting skills.

Distinguishing Features

The Parent-Child Educational Center, as the beginning school, has four distinguishing features to be found in the definition thereof, i.e., (1) the concept of it as an activity, (2) the age-range of the children, (3) the mutuality of involvement of parents and staff, and (4) its coordinating function.

Activity

The Parent-Child Educational Center is defined as an activity, rather than as a place, since the daily living of parents and children is essentially active and mobile and it is on this daily living that attention is focused.

In defining the Center as an activity the term is used in a collective sense; as encompassing such phrases as the total daily living, as may be of concern to the parents at any given time and as may be of immediate significance in their children's developmental well-being, as seen by parents and professional staff.

Age-Range of Children

As indicated in the definition, the interest of the Parent-Child Educational Center covers the period from infancy through seven (or thereabouts).

This is the period commonly thought of as "early childhood" with the children moving on to the middle years of their development about the end of their seventh year. This indeterminate point accounts for the "thereabouts" in defining the probable time of the children's going on to the next unit of the public school. It indicates properly that this is an individual matter.

However, according to the PCEC Committee, it is not the intention to indiscriminately " . . . push the customary school learnings downward . . ." to younger age levels nor to set up formal programs of learning for very young children.

The PCEC Committee envisions that:

> In the Parent-Child Educational Center plan, school days come about naturally, sooner for some than for others, with more structured learning

for some than for others. They come for each one at the time that benefits him as an individual and with continued mutual initiative and involvement on the part of parents and professional staff in providing for his developmental well-being.

The approach in a Parent-Child Educational Center to school learnings is no haphazard laissez-faire approach. It is a thoughtful considered approach begun in infancy. It takes full account of all the learnings that have been going on with recognition of the parents' role as teachers from the time the child is born. It looks upon the early learnings with awareness of the significant relationship of those of the baby and little child to the ones that are commonly thought of as school learnings.

Mutuality of Involvement of Parent and Professional Staff

The involvement of parents with the professional staff in carrying on the activities of the Center is seen as natural since parents above all others are concerned with "the developmental well-being of their children and with their own parenting skills . . ."

Parents and professional staff involvement in the Parent-Child Educational Center is active, purposeful, working together, planning together, and carrying out of plans together.

The words in the definition of the Center, "carried on through mutual initiative and involvement" are implied intentionally by the PCEC Committee to indicate that:

> . . . initiative may come from either parents or professional staff. It is natural that some services known to be generally useful to parents of young children should be set up and made available to them through the initiative of the professional staff . . . (as well as) by parent request.

Parent involvement, as expressed by the PCEC Committee, is not thought of as: "Parent education in any sense of 'training' parents, or of anyone outlining to them how their parenting should be done". Nor is it parent participation in the sense that parents come into the Center to carry on a program in which they have little voice in planning. The involvement is seen rather as an involvement in which parents help to both create and carry out programs through, " . . . active purposeful working together, planning together and carrying out plans together".

Since the concern of the Parent-Child Educational Center program is an overall concern with children from infancy through seven, the involvement of parents and professional staff is an overall involvement. The interest is in the totality of the program rather than in some narrow specific phase of it. This does not preclude specialized involvement as specialized skills indicate but such specialized involvement is within the framework of concern with the totality of the program.

However, there is full confidence that parental involvement will be both willing and ample since the Center's program is not something being done for parents but rather being done with them; a program that meets their needs and serves their purposes as they see them, a program that is theirs, with the Center a neighborhood unit serving them in ways which they themselves help to plan and carry on. Thus, as expressed by the PCEC Committee, it becomes " . . . a way of life, rather than a series of activities to be outlined and set down as a plan to be followed".

Coordinating

The PCEC Committee points out that: "By definition the Parent-Child Educational Center is a coordinating activity . . . . The word coordinating is a highly significant one pointing out the manner in which the Center functions". The mutual involvement is, in itself, one phase of the coordinating way of functioning which is a distinguishing feature of the Center. This is in accordance with the dictionary definition which specifies in part that to coordinate is " . . . to bring into common action; to harmonize action; to act together in a smooth concerted way".

The special interests, ability, and skills which individual parents, older brothers and sisters, other children and adults, and the professional staff bring to the program will be coordinated so that the activities can move on smoothly with mutually shared and planned responsibilities.

Program Characteristics

The program of the Parent-Child Center is taken as referring to " . . . all of the means by which the purposes of the Center are accomplished". Through the involvement of parents and because of the close relationship with the homes some of the activities can be expected to take place in the homes and some, naturally many, in the Center location. All are thought of as being included in the "program".

General Characteristics

The program is a flexible one allowing for initiative on the part of parents, children, and professional staff thereby making it possible to adjust to changing needs, interests, conditions of the moment, and to adopt some innovative procedures that are promising. This does not mean that the program is haphazardly organized or subject to whimsical change. The intent is to keep it orderly but not rigid.

There is flexibility in the expectations held for the children, flexibility that takes account of individual characteristics, or varying conditions that touch upon health, home affairs, or unexpected events in some child's living, and the like. It is this flexibility in adjusting the program to individual situations that allows for a wide range in the time of "beginning school" for different children. It is recognized that some are ready for more structured learning opportunities sooner than others and some can take more of it at a time than others.

Subject Matter

This is thought of from two standpoints, subject matter of learning as relates to the children, subject matter as it relates to the parents as they go about increasing the effectiveness of their parenting skills.

Thus, according to the PCEC Committee:

> . . . subject matter is chosen not because of any inherent importance in itself but because of its specific usefulness in accomplishing some detail incident to providing for the developmental well-being of the children and increasing the effectiveness of parenting skills.

In using the term subject matter, it is taken in the broad connotation of the dictionary definition which points to it as (a) essential facts, data, ideas prepared for consideration, (b) available factual content, and (c) subject of thought or study, conveyable material, information, knowledge, or skill.

With the flexible program of the Center geared to the children's individual growing these learnings do not, of any necessity, have to wait for the usual school entrance age. As the PCEC Committee explains,

> While there is no intent to push a child into 'subject matter' areas, neither is there any intent to hold him back from them. Thus a child who takes naturally to reading, for example, can go ahead and read without being held back to wait until he 'starts' in school or until he is 'enrolled' in first grade, or until he reaches an age when he is 'supposed' to be ready to read.

The PCEC Committee points out the interrelatedness between children "subject matter" and parenting skills as follows:

> The subject matter which is basic to providing for the children's developmental well-being carries implications for parenting skills also. Similarly subject matter relating directly to parenting skills finds its sanction in general basic knowledge of children's development and of what contributes thereto and in specific understanding of the individual children benefiting from the parenting skills. It is recognized that parenting skills are the key to the developmental well-being.

Parents, naturally, find the subject matter useful to them in assessing the details of the learnings of the children, in delving into the ways the learnings come about, in understanding the details of their development, in considering what constitutes their well-being and in identifying the parenting skills that contribute to it.

Method

Method in the Parent-Child Educational Center as outlined by the PCEC Committee: " . . . is thought of broadly as the way of doing all that is done, the procedure, . . ." the process by which the purpose of the Center is accomplished.

More specifically it can be thought of as the way the children are helped with their learning at home or at the Center. The PCEC Committee believes that " . . . the way the parents and professional staff find to work together in their mutual involvement; the way they plan and carry out the plans; the way they work with persons from other community groups" is extremely important to the success of the program.

It is equally recognized by the Committee that:

> The method (the way) of doing whatever is done is highly significant to the mental health of the children, the parents, the staff. It is the intent to find the way which best enables each individual to progress in achieving his potential.

Continuous Progress Grouping

In making provisions for the children it is consistent with the intent to keep sights set on the continuum of learning for each child that there should be no division into grades.

This continuous progress plan allows for free informal groupings of children as different interests and purposes indicate. It allows for individual children to join with one group or another instead of being held always with the same one. This puts grouping on the basis of individual need and removes many of the limitations to learning incident to fixed grouping.

This should not be taken as lending itself to erratic, whimsical moving of children from here to there oblivious of any specified purpose. Purpose is the basis of all grouping under this plan. While it allows for free movement it can and should be this freedom of movement without fixed grouping either on the basis of age, subject matter to be learned, or number, which allows for younger children to move into informal groups often much earlier than might otherwise be the case. Further, it makes it possible for them not to be in groups until it is natural and easy for them to make their way with others.

Community-School Services

It is to be expected that various services which may not be, at first, thought of as part of the Center's activities will be seen as needed and will be planned for as parents and staff work together.

It is probably that in a newly developing community some needed services, such as physical and mental health services, social work and guidance services, safety, recreational, library and home economics services may not be available and will need to be provided through the Parent-Child Educational Center until such time as the appropriate agency for handling them is established in the community.

This coordinating relationship of the Center with other community groups is seen as being of fundamental importance. This is so not only because it makes needed services mutually available but because the public school of which the Center is the beginning unit is a community school, and as the beginning unit thereof it is often the Center through which the need for some community service first becomes evident.

The PCEC Committee points out that:

> . . . as would be expected in a new community, some needed services, not yet available, have their beginnings in the Parent-Child Educational Center, later becoming a general community service as the appropriate agency becomes established.
>
> . . . As in all else the purpose for which the Parent-Child Educational Center exists is the determining factor in the selection of services and is the cogent reason that impels parents and staff to work together in bringing them into a coordinating relationship to the varied needs that appear from time to time.

School Sites

The school site size and shape should be sufficiently proportioned (squarish) and large enough to allow the proposed building(s) to fit functionally on the site, thereby allowing the "indoor" and "outdoor" areas to be designed interrelatedly and contiguously.

The school site size should be a minimum of three to five (3-5) acres.

If the school site is to be used for adult, community recreational purposes additional acres will be required.

The site size and shape should be sufficiently proportioned and large enough to allow the proposed building(s) to fit functionally on the site, thereby providing the opportunity for the "indoor" and "outdoor" areas to be designed interrelatedly and contiguously.

The school site should be rectangular in shape, proportioned length to width at no less than a 5:3 ratio (ratios of 5:4 and 5:5 are equally acceptable).

The school site should be aesthetically pleasing to young children and should contain as many natural and "man made" characteristics of topography and landscaping as is possible, such as trees, shrubs, mounds, hills, rocks and streams, that will provide many varied, enriching "outdoor" experiences for young children. The topography should provide good drainage and soil.

The school site must be adequate to accommodate all service functions, on-site parking, bicycle rack, fencing, roads and walks, adult community recreational needs and the anticipated future expansion needs.

The school site should promote the health and safety of children by providing a setting free from excessive noise, smoke, dust, congested traffic, and other hazards.

The school site (grounds) should be readily available, accessible and spacious enough to accommodate a variety of activities for young children.

Landscaping should be designed for its educational function; protection, privacy and screening qualities; aesthetic value and for ease of maintenance.

Structural Considerations

The school building(s) for young children should follow profesionally recognized fire, health, safety, and building construction codes and regulations.

The school building(s) should be aesthetically pleasing and proportioned to the scale, order, arrangement and sensitivity levels of young children. The school building should be cheerful, colorful, well lighted, dry, sanitary, safe, quiet, acoustically treated, properly ventilated and thermally controlled for overall comfort.

The school building(s) should provide all activity areas for young children above ground level and preferably on the first floor level.

The school building should be designed to provide for expansibility for future expansion and growth, and flexibility, versatility, convertibility and mobility to meet the comprehensive and individual needs of young children and the modern PCEC early childhood educational programs.

The needs of the children and the educational program should determine the building design and structure. The form should follow its function.

As a transitional school between "home" and "formal schooling", schools for young children should express their own "character" by combining some of the functions, and qualities of both home and school.

Each major educational space area should be designed to provide for expansibility for future growth and flexibility and convertibility to allow instructional units to be combined when desirable, for large groups. Mobility and versatility should be possible within each instructional space center in order to provide for both individualized, small group and larger group activities.

The building should be so designed to allow for the easy convertibility of the PCEC facility into a traditional elementary school (kindergarten grades 1, 2 and 3 complex) should future circumstances necessitate such a change.

Enrollment Projections

Parent-Child Educational Centers will be located in neighborhood units which will accommodate approximately six hundred (600) family dwellings. Designed as a neighborhood school, this six hundred (600) families represents the total source from which all of the adult and children population, to be served by a Parent-Child Educational Center, will come.

PARENT-CHILD EDUCATIONAL CENTERS -- LITCHFIELD PARK, ARIZONA

Chart I: Estimated Number of Children to be Served from Each Neighborhood*

Unit #1			Unit #2			Unit #3			
Infants	Age One	Age Two	Age Three	Age Four	Age Five	Age Six	Age Seven+		Total
25	25	30	35	40	45	50	50		
Unit #1 Totals = 80			Unit #2 Totals = 120			Unit #3 Totals = 100			300

*Information obtained from "Parent-Child Educational Centers--A Plan for Program Functioning."

Chart II: Estimated Number of Families to be Served from Each Neighborhood*

Unit #1	Unit #2	Unit #3
Families with Children Ages Infants, One and Two	Families with Children Ages Three, Four and Five	Families with Children Ages Six and Seven
77	116	97

*Information obtained from "Parent-Child Educational Centers--A Plan for Program Functioning." It is estimated that approximately 3% of the families will have two or more children at each unit level.

Enrollment: The bringing of children to the Parent-Child Center is a matter for voluntary decision by their parents until such time as the children reach the age of compulsory school attendance as defined in the State of Arizona. However, through community information and parent and staff participation programs, every effort will be made to involve all children of the neighborhood and their families by age three.

All children and parents participating in the Center activities shall be regularly enrolled. For the children this enrollment may be for different specified days and times of day as parents and staff agree but it shall be regular for that time. This time may be changed as development and need indicate but shall always be on a regularly enrolled basis. There is no provision for "drop-ins".

TENTATIVE STAFFING NEEDS SUMMARY

Staffing needs will be subject to adjustments, based upon enrollment changes, educational program developments and as experiences dictate.

	Number of Personnel	Description (Title)
	1	PCEC Director
	3	Unit Leaders (Units One, Two, Three)
	3	Teachers, Unit No. 1
	6	Teachers, Unit No. 2
	6	Teachers, Unit No. 3
	3	Assistants, Unit No. 1
	6	Assistants, Unit No. 2
	6	Assistants, Unit No. 3
	1	School Nurse
	1	Secretary
	1	Office Assistant (Clerk-typist, receptionist)
	1	Resource Materials Center Coordinator
	1	Kitchen worker and matron
	1	Custodian (Grounds, cleaning and maintenance)
Total	40	

Educational and Physical Environment

The physical environment affects learning and influences human relationships in the school, therefore it should be functionally planned to promote all aspects of children's educational development--physical, mental, social and emotional.

In addition to the selection of buildings, materials and equipment, equal consideration should be given to the social and emotional climate (atmosphere), aesthetics, and natural stimulations that affect the educational and physical environment.

The selection and arrangement of the children's activity spaces should be based upon the developmental needs and interests of the children involved. The activity spaces should facilitate an efficient functioning environment and meaningful interrelated experiences between all activities, "indoor" and "outdoors".

The facilities should vary and be flexible in their arrangement, sizes, challenges and interest appeal, in order to permit activities of interest for individuals and groups of children of different sizes and stages of development.

Young children love to learn, touch, explore and are naturally inquisitive. Facilities therefore should provide varied opportunities, both indoors and outdoors, for observing, touching, experimenting, exploring, discovering, thinking, inventing, constructing and creating.

Early childhood educational programs and their responsive educational environment (facilities) should promote the specific goals of the program and foster a quality of living that provides for total and continuous growth. The program and facilities should meet the basic health, physical development, attention, acceptance, warmth, security and individual needs of young children.

Modern schools for young children require flexible "open" indoor space facilities, in order to provide for the varied arrangements of interest centers and the interchange between learning activities desired in contemporary educational programs for young children. Interest center space should be flexibly designed, with mobile dividers and partitions that will enable the teacher to increase or decrease the space required according to children's needs.

The design of the instructional indoor space should follow an analysis of the teacher's and children's activities. Such analysis should determine the interest center activities, the interrelationships between activity areas, children's traffic patterns, program needs and a schematic flow of activities.

The overall indoor "open" space, as well as each individual activity area should be sufficiently "squared" to "circularly" proportioned and large enough to allow the interest centers to be functionally designed, interrelatedly arranged and properly supervised.

Educational Program Needs

A school building should realize one major purpose--the facilitation of the educational program. The building must be designed and constructed so that all aspects of the program can be implemented to develop, maintain and improve educational opportunity.

The educational program of the Parent-Child Educational Centers is a coordinating activity purposing to serve parents and their young children from infancy to age seven or thereabouts. The program is a continuous progress--individually oriented one designed to meet the developmental needs of each child.

The facilities must accommodate a responsive educational environment that will promote continuous growth; one that is open, flexible, and versatile, to meet the comprehensive needs of all children.

The overall theme for the educational program is "open-space". Open-space is required to meet the comprehensive and flexible needs of the PCEC "continuous progress" educational program.

Overall Space Needs Summary

The Parent-Child Educational Centers will require five major indoor and outdoor space areas, as conceptual centers of activities, to be identified as:

Educational Space Areas

1. Unit One Educational Space: Is space designed to accommodate the activities of the--
    - (a) Infant Parent-Child Educational Center
    - (b) Toddler Parent-Child Educational Center
    - (c) Two-year-old Parent-Child Educational Center

2. Unit Two Educational Space: Is space designed to accommodate the activities of the--
    - (a) Three-year-old Parent-Child Educational Center
    - (b) Four-year-old Parent-Child Educational Center
    - (c) Five-year-old Parent-Child Educational Center

3. Unit Three Educational Space: Is space designed to accommodate the activities of the--
   (a) Six and Seven-year-old Parent-Child Educational Center

Auxiliary Space Areas

4. Unit Four Auxiliary Space: Is space designed to accommodate those administrative, managerial, clerical, health and work activities required to support the overall PCEC program.

Service Space Areas

5. Unit Five Service Space: Is space designed to accommodate those activities required to service and maintain PCEC facilities.

PARENT-CHILD EDUCATIONAL CENTER

OVERALL SQUARE FOOTAGE SPACE ALLOCATIONS

	Indoor Sq. Ft.	Outdoor Overhang	Outdoor Sq. Ft.
1. Educational Space, Unit One:			
Infant Parent and Child Center Space	1000		
Toddler Parent and Child Center Space	1200		
Two-Yr.-Old Parent and Child Center Space	1200		
Aux. Unit One			
General Storage Closet	100		
One Parents-Teachers Conference and Work Area	200		
Lavatories, and one Adult toilet in Infant Center; two Toilet-Training and Drinking Fountains; one Paint and Work Sink with Counter Top; one Low Hand-Washing Sink--Foot Pedal Operated	175		
Custodial Storage Closet with mop sink	25		
Sub total Unit One =	3900*	1000	4,000
2. Educational Space, Unit Two:			
Three-Year-Old Parent and Child Center Space	1250		
Four-Year-Old Parent and Child Center Space	1250		
Five-Year-Old Parent and Child Center Space	1500		
Aux. Unit Two			
General Storage Closet	100		
One Parents-Teachers Conference and Work Area	200		
Lavatories, and one toilet training lavatory and two regular lavatories; Drinking Fountains; Two Paint and Work Sinks with Counter Tops; Three Low Hand-Washing Sinks--Foot Pedal Operated	175		
Custodial Storage Closet with mop sink	25		
Sub total Unit Two =	4500*	1500	16,000

	Indoor Sq. Ft.	Outdoor Overhang	Outdoor Sq. Ft.
3. Educational Space, Unit Three:			
Six and Seven-Year-Old Parent and Child Center Space	4500		
Aux. Area Unit Three			
General Storage Area Closet	100		
One Parents-Teachers Conference and Work Area	200		
Two Regular Lavatories, Drinking Fountain; Two Paint and Work Sinks with Counter Tops; Two Low Hand-Washing Sinks--Foot Pedal Operated	175		
Custodial Storage Closet with mop sink	25		
Sub total Unit Three =	5000*	2000	20,000
4. Auxiliary Space, Unit Four:			
Administrative Unit			
Center Director's Office	120		
General Office	200		
Duplicating Machine Room	80		
Parents Reception Area	50		
General Office Storage	75		
Adult Lavatories	50		
Sub total	575		
Four Professional Offices-Psychologist, Speech, Social Worker, Community Services, and Medical Professional Office attached to Health Unit	400		
Health Unit with Isolation Room	200		
Staff Lounge Rest Area	150		
Kitchen-Snack Area	150		
Laundry Area	100		
Observation Ramp (Overhead)			
Multi-Purpose Parents Center, Library and Resource Center, Professional Work Area and Conference Center	1000		
Mutual Initiative and Involvement Team Work and Conference Room	650		
Sub total Auxiliary Space	3225*	500	
5. Service Space, Unit Five:			
Custodial Workroom and Delivery Entrance	200		
Custodial Storage	150		
Utility Room-Boiler	150		
Circulation, Halls, etc.	750		
Sub total Service Space	1500*	775	
PCEC Overall Total Square Footage	18,125	5275	40,000

Facility Specifications and Implications

The Parent-Child Educational Center requires a facility which will accommodate a comprehensive, continuous progress individualized early childhood educational program. Such a program requires a variety of space, each designed to facilitate a specific function. It is necessary that the following information be developed concerning each space within the school.

- The expected occupancy of each area
- The approximate square footage of each area
- A description of the parent, child and teacher activities and purposes for which each unit area should be designed
- Description of major furnishings and equipment which relate to superficial floor space for each area
- Appropriate general considerations for each area and space
- Special facilities required for the operation of the school plant
- Schematic drawings showing the general relationships among areas within the school plant

This information in conjunction with the knowledge about the Parent-Child Educational Centers philosophy and programs should enable the architect to create facilities appropriate to the particular needs of the Parent-Child Educational Centers.

Specific Facility Specifications--Quantitative and Qualitative

UNIT ONE EDUCATIONAL SPACE

Space Indoors	Unit Capacity	No. Units	Sq. Ft. Range Total Net Area	Description of functions and special considerations
1. Infant Parent Child Educational Center Space	8 to 10 Infants and Parents	1	(800-1200) 1000	The infant child center is to be designed to contain the activities of the infants, parents and teachers (see activities list). Space is required to accommodate 8 infant hospital cribs at 24 sq.ft. each. Open aisle space of three feet between each crib. Two play pens at 20 sq.ft. (open floor space to set up play pens). Diaper changing area with flush sink for diaper changing Apartment size sink, kitchen area with refrigerator and washing machine, formula preparation area with access to Toddler Education Space. Toilet and lavatory for one adult- Drinking fountain Storage of soft toys and crib technology equipment.

Space Indoors	Unit Capacity	No. Units	Sq. Ft. Range Total Net Area	Description of functions and special considerations
				Infant Parent-Child Educational Center should have its own entrance area. All equipment, materials, walls, floors and all surfaces should be easily sanitized. Rocking chair area Creeping and crawling Interest Center Area-Mats Each crib area should have ample space and storage for changing, dressing and undressing infants. Infant Parent-Child Educational Space should be easily and acoustically and visually permanently partitioned from the toddler and two-year-old educational center space. Adult clothing storage facilities near entrance.
2. Toddler Parent-Child Educational Center Space	12 to 16 Toddlers and Parents	1 (Open space with 2 yr. olds)	(1000-1500) 1200	The toddler center is to be designed to contain the activities of the toddlers, parents and teachers (see activities list). Space is required to accommodate two hospital cribs at 24 sq. ft. and two play pens plus open aisle space between each (3 ft. minimum). Storage for soft toys and technology equipment. Interest Centers--Open space for creeping and crawling. Interest play areas--rattles, soft toys, rubber blocks etc. Interesting and responsive environment--mobiles and creative eye-catching centers. The entire environment must be free from protruding objects and completely safe for wandering, creeping, crawling, and searching toddlers. The sink, diaper changing area, kitchen area and laundry can be shared with Infant Center--must have direct access. All areas and all surfaces must be easily sanitized.

Space Indoors	Unit Capacity	No. Units	Sq. Ft. Range Total Net Area	Description of functions and special considerations
				Toilet Training Lavatory must be provided with open lavatories-no doors-open bright space etc. Rocking chair area Individual dressing and changing areas by cribs and entrance area. Toddler Educational Space should be easily and semi-permanently partitioned from two-year-old educational space. Adult clothing storage facilities
3. Two-year-old Parent-Child Educational Center Space	15 to 20 Two-Yr.-Olds and Parents	1 (Open space combined with toddlers)	(1000-1500) 1200*	The two-year-old center is to be designed to contain the activities of the two-year-olds, parents (see activity list). Space is required to accommodate 15 to 20 two-year-olds and parents. Space is to be divided into general "open" space--table area for group activities and Interest Centers, housekeeping area, browsing and inquiry area, A.V. listening area, building block area, wheeled toy area, artistic expression area with low sink, water play area. Portable equipment and partitions for the storage of materials and to serve as dividers between each interest area is desirable. Two-year-old section should have open toilet training lavatory for toilet training. One paint and work sink with counter top. One low wash sink with foot pedal operation. Entire area should be easily sanitized. Drinking fountain near lavatory area. The entire area must be free from protruding objects and completely safe for active, searching, playing, exploring two-year-olds.

Space Indoors	Unit Capacity	No. Units	Sq. Ft. Range Total Net Area	Description of functions and special considerations
4. General Storage Closet Unit One		1	(50-100) 100	This general storage unit is designed to house the general supplies for the Unit One area. Bulk drawing papers, toys, equipment and materials in storage. This storage unit, preferably, should be located near or adjacent to the two-year-old Educational Center space. Shelving should be provided both of 12" width and 24" width, from floor to ceiling.
5. Unit One: Teacher's-Parents Office, Conference and Workroom and Teachers' Storage Unit	6-8 Adults	1	(125-200) 200	This office unit is for the personal equipment and clothing of each teacher and assistant in the unit. A clothing-storage area plus personalized locked drawer and cabinet space is required for each teacher.
6. Entrance area Clothing Storage Cubicles--Unit One; Two-Year-Old Educational Center Space		1	Included in overall space above	The entrance area to the Two-Year Educational Center Space is to contain space for dressing and undressing, storage of clothing and individual cubicles for each child. This area should have direct access to toilet-training lavatory and drinking fountain and should be in line of traffic flow from entrance into the Unit One complex and to the outdoor play area, with direct access to and from indoor and outdoor unit activities. Infant area to have its own entrance.
7. Drinking fountains, toilets, lavatory area			175	The toilets, lavatories and drinking fountains should be designed low and at average height of two-year-olds. Toilets in the two-year-old section should be designed as open toilet training areas. Both toddlers and two-year-olds should have direct access to the toilet-training lavatory.

Space Indoors	Unit Capacity	No. Units	Sq. Ft. Range Total Net Area	Description of functions and special considerations
				One paint and work sink with counter top. One low wash sink with foot pedal operation. Toilet in the Infant Parent-Child Center should be an adult toilet with accessibility by adults from both the Infants and Toddlers Centers.
8. Custodial Storage Closet Mop sink		1	25	The Custodial Closet should be located in the Two-Year Educational Center Space. The custodial storage closet is to be designed for a broom and mop storage area, cleaning materials and supplies and contain a mop sink with hot and cold running water. Door to closet should be able to be locked.
9. Covered Outdoor Instructional Center	15-25	1	1000	The outdoor covered area should be contiguous to the Two-Year-Old Educational indoor space. Outdoor covered area will contain tables and benches for table activities and should contain both hard and soft surfaces for outdoor play activities.
10. Outdoor Plan Area (Toddlers and Two-Year-Olds)	20-30		4000	The outdoor play area should be divided into the following two-year-old activity spaces: climbing apparatus; swings; building blocks area; inanimate spring animals; playhouse; steps and walls; sand play area; water play area; conduits; path for wheeled toys; and open play area. A waterproof outdoor equipment storage area is needed. Outdoor drinking fountains should be placed at convenience spots around the play area. Outdoor storage closet for equipment storage could be attached tc main building but accessible from

Space Indoors	Unit Capacity	No. Units	Sq. Ft. Range Total Net Area	Description of functions and special considerations
				outdoors. Outdoor clothing storage area should be provided. Approximately 1000 sq. ft. of this outdoor space should be devoted to outdoor play areas and equipment designed for toddlers. The remainder of the space is to be allocated to the activities and equipment described above for two-year-olds.

UNIT TWO EDUCATIONAL SPACE

Space Indoors	Unit Capacity	No. Units	Sq. Ft. Range Total Net Area	Description of functions and special considerations
1. General "Open" Parent-Child Educational Center	100 Three's Four's and Five-Yr.-Olds	1 Open Space can be out-divided into three out units	(3600-5800) 4000	The Educational space in Unit No. 2 is to be designed to contain the activities of children ages three, four and five and parents (see activities list). The overall unit while being conceived as one complete unit should be flexible and easily divided into three separate units of varying sizes and shapes (or into one complete unit) as desired. Each sub-unit three-yr.-olds, four-yr.-olds and five-yr.-olds should be designed to contain the following interest activity centers: Housekeeping area; dramatics play, communications dress-up area; browsing and inquiry area; nature and science area; building blocks area; workbench area; wheeled toys area; artistic expression area; low sink and water play area and listening and reading area and general area.

Space Indoors	Unit Capacity	No. Units	Sq. Ft. Range Total Net Area	Description of functions and special considerations
Sub-Units Three-Yr.-Old Parent-Child Educational Space		1	(1250)	General Area 150-200 sq.ft. Housekeeping Area 100-150 sq.ft Dramatics, Communications 100-150 sq.ft Browsing & Inquiry Area 50-75 sq.ft. Building Block Area 50-75 sq.ft. Workbench Area 50-75 sq.ft. Art Expression Area 100-150 sq.ft. Low sink 25-50 sq.ft. Wheeled toy Area 200-250 sq.ft. Reading & Listening 150-200 sq.ft. Low shelving for book and equipment storage. Educational space should contain a wide provision for chalk boards and bulletin boards and work striping around entire area for hanging pictures.
2. Lavatories Toilet Training and Regular Toilets. Drinking Fountains		3	175	The three-year-olds Educational space will require an open low toilet-training lavatory facility. The Four and Five-year-olds Educational Space will need a regular low boy-girls toilets and lavatory facility. Each lavatory area is to have a low wash sink with foot pedal.
3. General Storage Closet - Unit Two		1	(50-100) 100	This general storage unit is designed to house the general supplies for Unit Two area. Bulk drawing papers, toys, equipment supplies and extra materials in storage. 12" and 24" floor to ceiling shelving is desired. This storage unit should be centrally located in the Four and Five-year-old Educational Center space.

Space Indoors	Unit Capacity	No. Units	Sq. Ft. Range Total Net Area	Description of functions and special considerations
4. Teacher's-Parent Office, Conference and Workroom. Teachers' Storage Closet	6-8 Adults	1	200	This office unit is for the personal equipment and clothing of each teacher and assistant in the unit. A clothing storage area plus personalized locked drawer and cabinet space is required. This office-work space is to be designed with tables and chairs, files and storage facilities.
5. Entrance Areas-for Three, Four and Five-Year-Olds. Clothing Storage Cubicles		3	incl'd	The entrance area for the three, four and five-year-old Educational spaces is to contain space for dressing and undressing, storage of clothing and individual cubicles for each child. This area should have direct access to toilets, lavatory, and drinking fountain and should be in the line of traffic flow from entrance into the unit complex and to the outdoor play area, with direct access to and from indoor and outdoor activities.
6. Custodial Storage closet with mop sink		1	25	The custodial storage closet is to be designed for a broom and mop storage area, cleaning materials and supplies storage and should contain a mop sink with hot and cold running water. Door to closet should be able to be locked.
7. Covered Outdoor Center	20-40	1	1,500	The covered outdoor area should be contiguous to the three, four and five-yr.-old indoor educational space. Outdoor covered area will contain tables and benches for table activities and should contain both hard and soft surfaces for play.

Space Indoors	Unit Capacity	No. Units	Sq. Ft. Range Total Net Area	Description of functions and special considerations
8. Outdoor Play Area	25-50	3	16,000	The outdoor play area space should be divided into three areas with the following activity spaces: climbing apparatus; swings; merry-go-round; building block area; sand play area; outdoor workbench; water play area; hard surface for wheeled toys (path); balancing beams; playhouse; play sculpture. A waterproof outdoor equipment storage area is needed. Can be attached to building. Outdoor drinking fountains should be placed at convenience spots around the play area. Outdoor clothing storage area.

UNIT THREE EDUCATIONAL SPACE

Space Indoors	Unit Capacity	No. Units	Sq. Ft. Range Total Net Area	Description of functions and special considerations
1. General "Open" Parent-Child Educational Space	100	1 Open Space which can be divided into four sub-units	(4000-6000) 4500	The Educational space in Unit No. Three is to be designed to contain the activities of children age six and seven or thereabouts (see activity list). The overall unit while being conceived as one complete unit should be flexible and easily divided into four separate sub-units of varying sizes and shapes (or into one complete unit) as desired. Each sub-unit should contain the following interest centers: reading and listening area; conversation and communication area; inquiry and finding out areas; construction areas; artistic expression areas; AV Centers and tutoring booths
Sub-Units 4 sub-units of 25 six and seven-year-olds			(1125)	Each unit should have provisions for 25 children's tables and chairs. Low shelving for books and equipment storage.

Space Indoors	Unit Capacity	No. Units	Sq. Ft. Range Total Net Area	Description of functions and special considerations
				The Educational space should contain ample provisions for chalkboards and bulletin boards and cork strips around entire area for hanging pictures.
2. Lavatories Regular toilets		3	175	The six and seven-year-old educational space will require from between two to three separate toilet facilities locations spaced throughout the open educational space. The Educational space should contain two low hand-washing sinks with foot pedal and two paint and work sink areas.
3. General Storage Closet Unit #3		1	100	This general storage area is designed to house the general supplies for Unit Three. Bulk drawing papers, equipment and supplies and toys are to be stored. 12" and 24" floor to ceiling shelving is desired. This storage unit should be centrally located in the Unit Three educational space.
4. Teachers'-Parents Office and Work-room and Teachers' Storage Closets	4 Adults	1	150	This office unit is for the personal equipment and clothing storage of each teacher and assistant. This office workspace is to be designed with tables, chairs, files and storage facilities.
5. Entrance Areas for Six's and Seven's with clothing storage and cubicles		2	incl'd	This entrance area for the six and seven-year-olds educational space is to contain space for dressing and undressing, storage of clothing and individual cubicles for each child. This area should have direct access to toilets, lavatory and drinking fountain and should be in the line of traffic flow from entrance into unit complex and to the outdoor play area.

Space Indoors	Unit Capacity	No. Units	Sq. Ft. Range Total Net Area	Description of functions and special considerations
6. Custodial Storage Closet and mop sink		1	25	The custodial storage closet is to be designed for brooms and mop storage area, cleaning supplies etc., should contain a mop sink.
7. Covered Outdoor Instructional Area	20-40		2000	The covered outdoor area should be contiguous to the six and seven-year-old indoor educational space.
8. Outdoor Play Area	40-80		20,000	The outdoor play area space should be divided into the following activity spaces: Climbing apparatus; swings; merry-go-round; inanimate spring animals; building area; sand area; outdoor workbench; grassy area; large conduits; water play area; hard surface for wheeled toys; play house; balancing beams. Includes: Outdoor clothing storage Outdoor equipment storage area Outdoor drinking fountain

UNIT FOUR - AUXILIARY SPACE

The Auxiliary space shall be located on two levels with the following areas located on each level.

Lower Level

Administrative Unit:

Center Director's Office	150
General Office and Parents' Reception Area	250
Health Unit with Isolation Room	200
Professional Medical Office and Conference Room	120
Adult Lavatory, Men's and Women's	50
Kitchen-Snack Area	150-200
Laundry	100
Custodial Workroom and Storage	350
Administrative Storage Area	50
Mutual Initiative and Involvement Team Work Room	650

Second Level

Observation Ramp	500
Multi-Purpose Parent Center	
Library Resource Center	
Professional Conference and Work Area	1000
Duplicating Machine Room	80
Staff Lounge	150
General Storage Area	75
Three Professional Offices	300
Men's and Women's Adult Lavatory	50

The administrative unit and auxiliary complex should have circulation flow and direct access to and from each of the educational units, as well as direct access to the outdoors.

Visitors and staff should be able to reach the auxiliary complex directly without interrupting educational programs or crossing through another educational unit.

Space Indoors	Unit Capacity	No. Units	Sq. Ft. Range Total Net Area	Description of functions and special considerations
Administrative Complex Center Director's Office	1	1	120	The Director's office is primarily his work area where he plans the operations of the school, carries on study activities which promote the general welfare of the school and community, visits with parents, confers with staff and from which he communicates with those agencies most important to educational planning and programming. The Director's office and Administrative Complex should be related to and easily accessible from the general public entrance and visitor's parking space. Director's office should have both a private entrance as well as entrance from Administrative Complex via reception area (parents' lounge area) and director's secretary space.
General Office		1	200	This area is to be used by staff, parents, visitors, director's secretary and office clerk-typist. The general office is to provide space for two secretarial desks--one related to director's office, one related to parents' lounge-reception area. For storage of records and office materials space for eight four-drawer file cabinets

Space Indoors	Unit Capacity	No. Units	Sq. Ft. Range Total Net Area	Description of functions and special considerations
				is required. The general office should have two entrances and exits. One related to parents' lounge and reception and one related to staff entrance and exit and teachers' mailboxes.
Team Work Room	25	1	650	This room is to serve as a Team-Teaching Conference and Workroom. The room will be equipped with a large conference table; chairs, work desks and work tables; book shelves; lounge chairs; typewriter tables and ditto machine area.
Health Unit		1	150	Space is required for conferences with parents, individual examinations, first aid and work and desk space for the nurse. An examination area, rest area, a sink, lavatory and a toilet is required in this unit. All features about this unit should be washable and easily sanitized.
Isolation Room	1	1	70	This room should be adjacent to Nurse's Unit with direct access. It should contain one leather doctor's couch for resting and a cabinet for the storage of equipment and supplies. This room should be related to the toilet and lav. of the health unit.
Medical Professional Office and Conference Area	1	1	150	This office is to serve as a multi-purpose conference area and office for the nurse, medical doctor, and other visiting professional personnel.
Kitchen-Snack Area	1	1	150-200	This kitchen is designed to handle the function of preparing daily snacks for the children (it is not

Space Indoors	Unit Capacity	No. Units	Sq. Ft. Range Total Net Area	Description of functions and special considerations
				intended for the type "A" school lunch program). Counter work space, stove, refrigerator, sink, hot and cold running water, dishwasher and ample dry storage for foodstuffs is required.
Laundry Area	1	1	100	This area is to handle all small, miscellaneous laundry needs of the school and should contain a washer, dryer, counter tops, sink, hot and cold water and waste receptacles.
Adult Toilets (Male & Female)	4	2	50	The entire Administrative Complex should have easy access to closely related adult toilet facilities. Separate toilet facilities should be provided within this complex for men and women. Relate to staff workroom and staff/faculty lounge rest area.
Observation Ramp		1	incl'd in above sq.ft.'s	There shall be provisions for adults to observe the children in the various units. Chairs should be provided which will allow parents, consultants, visitors, and others to observe the activities of the Center. The ramp should be designed to allow adults to sit, stand or walk around on the ramp in order to view the entire facilities and various programs in operation. The observation ramp should have direct access to the Professional Conference Area, library resource center and multi-purpose parents center.
Multi-Purpose Parents Center, Library Resource Area, Professional Work Area,	20-30	1	1000	This area will include books, pamphlets, and printed materials likely to be of interest to parents of children of different ages. This will also house

Space Indoors	Unit Capacity	No. Units	Sq. Ft. Range Total Net Area	Description of functions and special considerations
Conference and Community Involvement Center				various types of visual aids and equipment and materials touching in content on children's developmental well-being, on family living details, on ways of children's learning and on teaching methods. Resource materials for the professional staff and children will also be housed in this area. Space for desk, files, reading tables and chairs are required as well as shelving and cabinets to accommodate children's books, professional books and instructional materials, periodicals, records, picture file, films and film strips, and AV equipment. The multi-purpose room is to serve as a parent involvement center to be used for community meetings, parent meetings and parent work space. This general conference room is intended to house all general conferences at the Center. Parent-teacher conferences, unit staff meetings, parent-child planning group meetings, community meetings and other meetings. The Conference Room should have a large conference table, fifteen chairs, portable blackboards, book shelves, clothing storage equipment and facilities. The purpose of this area is to provide temporary space and the necessary tools, (typewriters), materials, books, supplies and equipment so that staff members have the opportunity to develop resource materials for instructional use. The professional work area should have direct access to the duplicating room.

Space Indoors	Unit Capacity	No. Units	Sq. Ft. Range Total Net Area	Description of functions and special considerations
Duplicating Machine Room	2	1	80	This room is to be directly accessible from the multi-purpose work area. And is to contain mimeograph machine, ditto machine, and photo copy machine as well; 24" formica counter tops for collecting materials and shelving for storage of paper and duplicating supplies.
General Office and School Storage Area		1	75	This general storage area should be located near the Administrative Complex and is intended to house the general office and school supplies in bulk quantities as well as for storage of file cabinets and school records.
Professional Offices	2	2	200	These offices are intended for use by professional services such as psychologist and speech services. Each office should provide work space for a desk, files, typing space, telephone, chairs for parents' and visitors' conferences.
Staff Lounge and Adult Toilet Area	8-10	1	150-200	Teachers rest room should have lounging chairs, bookcases, magazine racks, sink and refrigerator and small stool. Should be located above kitchen area below with access to kitchen via food elevator.

UNIT FIVE - SERVICE SPACE COMPLEX

Space Indoors	Unit Capacity	No. Units	Sq. Ft. Range Total Net Area	Description of functions and special considerations
Custodial Work Area and Delivery Entrance	1 plus vehicle	1	200	A general workshop area is needed for the custodian and any maintenance workers. This area should contain a standard shop sink with

Space Indoors	Unit Capacity	No. Units	Sq. Ft. Range Total Net Area	Description of functions and special considerations
				hot and cold water, a workbench and moderate tool storage, space for outdoor gardening equipment, and storage shelves for maintenance supplies. An overhead weather-proofed garage-type door should be provided for access to exterior with garden tractors and vehicles. Approximately 15' x 20'. Should be located on first level.
Custodial Storage Closet		1	150	A general school maintenance supply area is needed to store maintenance and cleaning supplies in bulk quantities. Paper towels, tissues, soaps and cleaning supplies, mops, brooms, cleaning machinery, vacuum cleaners, etc. Shelving should be floor to ceiling type with both 24" and 12" type metal shelving. Should be located on first level.
Utility Room		1	150	The general utility room should be located next to the custodial complex for easy access and should contain the heating, electrical and plumbing equipment that needs to be serviced and maintained by custodial staff.
Halls and Corridors			750	For circulation areas, and miscellaneous space.
On-Site Parking	50	1 or 2	6000	Parking space is required for thirty-seven staff members and thirteen visitors. Visitors parking should be located with easy access to Administrative Complex.
Delivery Parking	2	2	750	Delivery parking space should be provided for two vehicles to have easy access to kitchen unit delivery entrance and to the custodial delivery entrance.

Space Indoors	Unit Capacity	No. Units	Sq. Ft. Range Total Net Area	Description of functions and special considerations
Roads, Walks and Pathways			1000	
General Outdoor Play Areas for Units One, Two and Three			100,000	These general activity play areas for the entire school are to be designed to contain the following areas: a. animal farm b. garden space (planning area for children) c. open ball fields for running and playing d. tree house e. picnic area f. adventure playground (natural or special) g. wading area
Landscaping Areas			1500	For foundation plantings around buildings and for lawns and planted areas for trees and shrubs on side for aesthetics.

SPECIAL FACILITIES SPACE AND CONSIDERATION

Technical

In addition to water, sewer, gas, heating fuel and electrical lines as needed throughout the plant, provisions should be made for the following:

(a) Telephones installed in the administrative, multi-purpose parents center, professional offices, teachers' workrooms, health, library, and food service areas.

(b) A central communication system incorporating all necessary communication and time signals. Components of this system should include: (1) fire and disaster alarms; (2) automated master program and clock system; (3) public address and interschool phone system.

(c) A sound system located in each instructional unit, auxiliary and service complex should be provided for program distribution and should be coordinated with the central communication system. In order that this type of sound system can be utilized efficiently by each classroom within the complex, it is recommended that portable audio units be used (e.g., tape deck, turntable, AM-FM tuner).

(d) A "co-ax" distribution line for television reception should be directed to each instructional unit and terminated in suitable wall receptacles. It is desirable to locate the wall receptacle. Conduits necessary for future installation of technical equipment (wires) should be installed.

(e) Television: A T.V. monitoring system should be located throughout the school plant which will allow T.V. viewing of all activities in the educational spaces from screens located in the Multi-Purpose Parents and Library Center.

(f) Hanging microphones or directional boom microphones should be provided in all educational spaces which will allow people observing from the observation platform to pick up conversations in the educational activity areas.

Partitioning

Provisions should be made for various type partitions within the "open-space" concept of the Parent-Child Educational Center.

The partitions can be classified as:

(a) Permanent Type: Solid wall but structurally a non-bearing wall.

(b) Semi-Permanent: Include a visual as well as acoustical screen between areas, such as a folding door.

(c) Modular Systems Partitions: Are portable and convertible partitions that provide a self-locking feature to form temporary walls, dividers, screens and back drops for interest centers and educational areas.

(d) Equipment Dividers and Aesthetic Screens: Are portable semi-multiple screens and dividers, such as bookcases, planting decorator cabinets, storage cabinets, etc.

1. A permanent-type partition should be provided between the infants sub-unit and toddler sub-unit. However, staff should have direct access between these two units.

2. Semi-permanent folding doors should be provided between Unit One, Unit Two, and Unit Three Educational Spaces.

3. Equipment dividers and aesthetic screens should be provided between the sub-units within each major educational unit.

4. Modular systems partitions should be provided for within each sub-unit to flexibility design interest centers within each sub-unit from between 75 sq. ft. to 200 sq. ft. for each center.

Interest Centers

A summary of space requirements for interest centers within units. The use of the modular system of partitions will allow staff to increase or decrease interest center overall sizes as needed.

Interest Center	Space Range (In Square Feet)		Storage	Display	Other
	Min.	Opt.			
(a) General Area	150	200	Carts, closed shelves for music equipment	2 centrally located shelves 4' long, 15-20" apart; bulletin board	Planter; hot plate and refrigerator

Interest Center	Space Range		Storage	Display	Other
	(In Square Feet) Min.	Opt.			
(b) Building-Block Alcove	50	75	Shelving 16' long, 11" deep, at least 10" high plus supplementary shelving in movable cabinets to be added through school year		
(c) Sensory Manipulative Toy Area	100	150	2 or three open cabinets; sloping shelves for puzzles; cabinet for toys not in use	Open and sloping shelves (see storage, left)	Table for 4-5 children; should be quiet area
(d) Reading and Listening Area Language Activity Center	100	150	Closed case for duplicate books out of children's reach	32' of low, open shelving for 20-25 books showing front covers; shelf and bulletin board for special exhibits	Table or low shelf for tape recorder, accommodating up to 6 children
(e) Doll and Housekeeping Area Dramatics Play Area	100	150	Drawers and open shelving for dress-up clothes; dolls; open shelves and pegboard in cooking area		Full-length mirror; 2 telephones; sink (can be shared with art); table and chairs in cooking area
(f) Artistic Expression	100	150	Open shelves for newsprint and construction paper; shelves accessible only to teacher for paints, scissors	Sufficient to hang 6 18x24" paintings	Easels; sinks (one for children - may be shared with housekeeping area; one for teachers - may be in additional storage area); table 18" high with area of 15 sq. ft. space for paintings to dry

Interest Center	Space Range		Storage	Display	Other
	(In Square Feet) Min.	Opt.			
(g) Tutoring Booth(s)	45 (each)	50 (each)			Enclosed for privacy; if only one teacher is available partitions should be glass
(h) Cubicles	60	90	For pupils' clothes and other belongings; should be 4½' high, 1' wide, 1' deep		
(i) Inquiry and Finding Out Area Indoor museum; Collection Center; Science Center; Browsing Area, Mott Center; Social Studies Center	100-150				
(j) Carpentry - Workbench Area	75-100				
(k) Indoor Wheeled Toy Area	200-250				
(l) Music Center	50-75				
(m) AV Center (T.V.-Phono; tapes)	50-75				

Special Features

1. For proper temperature control the thermostats should be located at one-half child's height, so that the temperature takes into account the level of air in which the child is moving. Standard temperature and ventilation for young children is between 68 degrees and 70 degrees. Thermostats should be covered or key operated to prevent children's play.

2. Visability strips, areas, ovals should be low enough to allow children to look outdoors. Visability areas should be as large as is structurally possible. Safety glass or clear plastic visability strips should be used in all play areas.

3. Educational Unit doors should be lightweight and easily opened by young children. They should open outwards, be equipped with low panic locks and should not be able to be locked from inside.

4. Ramps are preferred over stairs, but where steps are used, handrails on staircases should be adjusted to the height of young children. Stair treads and risers should equally be adjusted to the young child's foot size levels.

5. All educational spaces should have some acoustical treatment of ceilings, walls and floors, for sound conditioning to reduce the noise levels of active children (thereby reducing the need of restricting children's robust, noisy activities).

6. All electrical outlets in instructional areas should be placed high and out of reach of young children or equipped with safety covers. In office areas and work spaces the electrical outlets should be placed to accommodate electrical typewriting and office equipment.

7. Where self-help is desired, light switches should be adjusted to the height of young children. In areas where it is not desired to have children play with or use light switches, they should be placed out of reach or equipped with a key switch.

8. The school building and educational area walls should be free from protruding objects as a safety feature. All walls should be hard, smooth and easily washed. Bathroom walls, at least 4 feet high, should be tiled or protected with another water-proof material.

9. It is commonly agreed that classrooms should be well lighted and free from glare. However, because of the nature of the young child and the diversification of his activities in working and playing in all sections of the room, on the floor, tables and countertops, and in facing in all different directions while working, adequate lighting which avoids dead spots is needed in all sections of the indoor instructional space.

10. There should be at least one child-sized toilet and wash bowl for every fifteen children. Lavatory facilities should be adjacent to and accessible to and from outside play areas, educational spaces and entrance clothing area. Separate toilet facilities for boys and girls is not necessary except in educational space for Unit Three.

11. Indoor space should be provided for an entrance with a clothing area for dressing and undressing. The clothing area should provide low cubby holes, low lockers or cubicles for each child.

12. The indoor instructional space should provide a low wash and play sink and low drinking fountains for children.

13. Ample indoor storage space should be provided for private teacher storage of materials and personal belongings in teachers' workrooms in each educational unit.

14. Floors should be warm, free from drafts and easily cleaned. Rugs may be used but certain interest centers require a hard surface. The floors should be resilient and noise resistant.

15. The safety precautions in a school for young children depends largely on the absence of hazards in preference to telling children don't do or touch this or that, and includes the following advice: avoid sharp corners and edges; provide non-skid floor, ramp, and stair surfaces; provide safety latches on gates around pools and other hazardous areas; place latches on doors to prevent slamming; lock

all dangerous supplies out of the reach of young children; provide readily accessible fire extinguishers; cover all heating units; check all equipment periodically (daily if possible).

16. Ample parking facilities to accommodate staff, parents and visitors should be provided. The parking lot should be located as close as possible to an entrance and exit area, preferably with a covered walk, to enable young children and visitors to easily enter or leave school. Parking spaces should be provided for teachers.

17. All school buildings for young children should be provided with the electrical power and conduits required to accommodate the electrical and wiring provisions required for television; other audio-visual and communications equipment; computerized equipment; atmosphere conditioning equipment and the other technological advances of the future.

18. Indoor space and arrangements should be designed to the sensitivity scales and proportional levels of young children. Everything the child uses should be low and at eye level. Service facilities should be designed low for independent use.

19. In order to encourage independence and self-help, equipment that is to be freely used by the young child should be stored in open-low shelves or cupboards within the activity interest area.

20. The ideal playground for young children is a grassy area on a sunny, sheltered side of a building. This area could have trees for shade and climbing; a pond for water play; a garden and sand for digging. Additional natural stimuli and environmental conditions that will encourage the healthy activities of running, jumping, rolling, climbing, digging, lifting, swinging, sliding, pulling, pushing, crawling, creeping, skipping, balancing, walking, throwing, riding, reaching, and bending should be provided. Where natural conditions are not available to provide such activities, a combination of man-made playgrounds and equipment and natural conditions should be substituted. Outdoor playground activity areas and spaces for young children should include the following list of suggestions:

Climbing apparatus (tower gym, jungle gym. ropes, monkey bars, trees, ladders, etc.)
Play sculpture
Walls and play steps
Slides
Swings (tire swings, traveling rings)
Merry-go-rounds
See-saws, teeter totters, rocking boats, rocking horses, spring animals, etc.
Building area (large outdoor blocks, boards, construction equipment; packing boxes, barrels, etc.)
Outdoor workbench--woodworking
Water play area (pools)
Sand box
Garden space (planting and digging areas)
Animal farm--science area, nature area
A grassy slope for rolling, climbing, etc.
Open grassed area for running and play
A dirt hill, sand pit for digging
"Outdoor Lab", "Adventure Play Area", "Junk Yard"
Tree house

Play house
Large conduits for creeping and crawling
Open play fields
Natural areas for exploring and discovering (landscaped area)
Picnic area
Quiet area (place to be alone)
Hard surface area or walks for wheeled toys
Outdoor clothing storage and dressing area
Waterproof outdoor storage area for equipment
Outdoor drinking fountain (access and lavatory area)

21. The imaginative use of partitions, landscaping and fencing should be used in playgrounds for young children in order to identify the interrelatedness and/or independence limits of the various simple and complex outdoor activity areas.

22. A variety of different playground surfaces is desirable in playgrounds for young children. Land for digging; grass for rolling; earth; gravel and soft surfaces for safety and hard surfaces (walks) for wheeled toys.

The Center's Activities

As indicated by the PCEC Committee the Center's basic groupings of children fall naturally into three units, Unit One: those under three years; Unit Two: those children who are three, four and five; and Unit Three: those who are six and seven. While these are the basic groupings, the flexible arrangements necessitated by the continuous progress learning environment presents the reality that there will be children above and below these age levels in each group.

Unit One: Children under three (including infants from birth).

Participating parents may bring their infants and children under three and leave them under the educational guidance of the appropriate teacher while the parent is assisting with one or another of the groups of children; or having an interview with a teacher or some other member of the professional staff; or taking part in a discussion or study group; or carrying on some other activity at the Center. This shall be at arranged-for times and may be several times a week, or only once, as planned for.

Participating parents may also leave their infants or young children under the educational guidance of the appropriate teacher for arranged-for periods of time even though the parent at that particular time may not be personally at the Center. Children may not be left more than once a week when the parent is not at the Center location unless special pre-arrangement is made.

The PCEC Committee recommends that:

Facilities for infants and young children will be available during the hours from 9:00 to 11:30 on Monday, Wednesday and Friday and during the hours from 1:00 to 3:30 on Tuesday and Thursday. During the afternoon hours of Monday, Wednesday and Friday and the morning hours of Tuesday and Thursday teachers will be available to the parents either at the Center or in the homes as the parents may wish.

Unit Two: Children of three, four and five. The PCEC Committee points out that:

Examination of [children's] activities will show that one can expect to find merging interests and overlapping abilities among the children of these ages. This is the period when the more structured and sequentially observable 'school', learnings are emerging as easily identifiable. The informal free grouping of the children of these ages makes it possible for those learnings to be individually identified and encouraged and specifically provided for. Thus what is usually thought of as transition to school takes place naturally and without any line of demarcation to trouble either children or parents.

Unit Three: Children six and seven. An examination of PCEC Committee points out that:

The children are moving definitely into organized sequentially planned school learnings in accordance with the expectations of Arizona for the first and second grades of the public schools. However, it is altogether possible and to be expected that with no limitations having been set on the children's learning in the earlier years and with every encouragement thereof these children may be well beyond the usual specified learnings.

Reference to the PCEC Program will show that it is intended that teachers will give attention to the full range of learnings both as to scope and depth and to the health aspects of the learning for individual children.

There will be the customary five-day week for these children with morning session from nine to two-thirty. The teachers will have their afternoons for parent-teacher-child participation in the homes or at the Center as arranged.

EDUCATIONAL UNIT ONE ACTIVITIES--Children Age Infants, One and Two

Educational Space

Infant-Parent-Child

Activities of the Children:

A. Infants in cribs and playpens, lying, sitting, playing.

B. Infants playing with rattles, mobiles and working with crib technology.

C. Older children (ages six and seven) observing, playing with infants, and helping teachers and parents.

D. Some of the older infants in playpens, possibly creeping and crawling in interest cover area.

Activities of the Parents and Teachers (adults):

A. Adults planning and working together in teachers-parents' workroom (office).

B. Adults observing, feeding, diapering, and playing with infants.

C. Adults cleaning, washing, preparing formula and socializing--constantly moving about the space.

D. Adults will be rocking, talking with, holding and listening to infants.

E. Parents and teachers will be working, planning and learning together; selecting equipment, discussing, and observing the learning process.

Toddler-Parent-Child Educational Space

Activities of the Children:

A. Toddlers in cribs, playpens and interest centers--some playing, lying, sitting, standing, creeping, crawling, and some walking.

B. Toddlers wandering, reaching, investigating, touching, searching, etc.

C. Older children, brothers and sisters observing, playing with toddlers, talking and helping teachers and parents.

D. Toddlers playing with learning and play equipment.

E. Toddlers using technological equipment.

Activities of the Parents and Teachers (adult):

A. Adults planning and working together in Toddler Center as well as in teachers' workroom--office.

B. Adults feeding, diapering, and playing with toddlers.

C. Adults rocking, talking with, holding and listening to toddlers.

D. Adults using various technological, learning and play equipment and playing with toddlers.

E. Adults planning, working, talking, socializing and learning together.
Adults discussing and selecting equipment and observing the learning process.

Two-Year-Old Parent-Child Educational Space

Activities of the Children:

A. The two-year-old children will be walking, running, climbing, and playing in each of the interest activity areas.

B. Some will be indoors while others are outdoors.

C. Some will be scribbling, coloring, and painting.

D. Two-year-olds will be learning toileting and will use toilet training facilities.

E. Two-year-olds will be exploring, searching, and discovering new interest areas.

F. Two will be working with technology and music equipment.

Activities of the Parents and Teachers (adults):

A. Adults will be talking, working and socializing with small groups of two-year-olds.

B. Adults will be observing the two-year-olds and helping where necessary--reacting to requests, etc.

C. Special attention will be placed on toilet-training, and proper health, rest, and feeding practices.

D. Adults will be observing, working, and planning together to identify each child's individual characteristics, strength, and weaknesses.

E. Adults will read to children.

F. Teachers and parents will work, plan, and learn together. They will, through mutual initiative and involvement, select equipment and activities and design an individualized continuous progress educational program for each child.

EDUCATIONAL UNIT TWO ACTIVITIES--Children Age Three, Four, and Five

The daily program is planned to include activities and experiences which will contribute to continuous progress development of all three, four, and five-year-old children. This planning draws on information about the structure of knowledge, on sound curriculum developments and on our increasing understanding of how children learn.

Three, four, and five-year-olds learn through activity. They are busy developing muscular coordination. They learn best through their senses, touching, tasting, smelling, seeing and hearing. At this age they are mainly concerned with the concrete but are working to develop language facility that later will make it possible for them to deal with abstract ideas. They are working at the use of language as communication. They are trying hard to understand the world about them - some of them even in the simplest terms. As they grow and learn they are developing self-concepts which will influence future growth. They need the stimulation of varied activities and materials and the opportunity for success in appropriate experiences with things, people and relationships. They need the support of individual guidance of an understanding adult (teacher, parents, etc.).

Daily Program

The structure of the daily program's plan is flexible, allowing time for leisurely transition between activities and featuring large blocks of time. Fluctuating interests and individual needs are provided for through a variety of self-chosen activities with adult guidance geared to the individual child. The large blocks include provision for small-group activities such as music, art, interest center, exploration, rhythms, discussions and stories, and as the children develop a feeling of groupness and as their common experiences are expanded, their ability to participate in groups will increase and the quality of group activity will be enhanced.

All programs include a continuous flow between indoor and outdoor activities, experiences, work and play, toileting and washing hands, rest, snack, discussion, stories, music and comfortable procedures for arrival and departure. The following sequence of activities is a theoretical discussion of a daily program.

Arrival

The teachers' and parents' individual greeting, perhaps including a special personal comment, helps each child start a new day in the different-from-home environment with feelings of security and anticipation. An informal health inspection can be an almost unnoticed part of this greeting or of help with removing outdoor clothing. With some children, suggesting an activity or calling attention to some material or equipment may be needed for a good beginning.

Work-Play Period

As an organization of the learning activities which is ideally suited to the individualistic, active and sensory-oriented three, four and five-year-old, the work-play period is the heart of the day's program. In some cases it is possible to provide a combination of indoor and outdoor activities with individual children or small groups moving freely from one area to the other. Other situations require a separation with care being taken to provide ample time for both. The indoor and outdoor periods offer opportunities. Parents, assistants, and teachers will continuously be working with the children, learning with the children and helping the children:

1. to make choices and follow through on them;
2. to manipulate materials and discover their unique qualities;
3. to observe and clarify ideas about things, people, animals and relationships in the environment;
4. to compare and categorize objects;
5. to increase understanding and use of language;
6. to experiment with and express ideas through varied media;
7. to construct and create;
8. to gain information from adults and children, from pictures, models and books, and from personal observation and experimentation;
9. to "act out" or otherwise organize learnings from these and other experiences;
10. to develop physical coordination and skill, and a sense of mastery;
11. to develop, exercise and increase an attitude of curiosity and eagerness for learning.

Vital to these experiences are appropriate materials and equipment made available for easy selection, arranged in interest "centers" which suggest relationships and varied enough to stimulate and broaden individual and group interests. Equipment includes an ample supply of unit blocks, transportation toys, cash registers, telephones, figures of animals and people, housekeeping equipment, dolls, dishes, cooking utensils and other suitable props for dramatic play. Materials include crayons, scissors, paper, paste, easel paint, finger paint, clay, chalk, collage materials; wood and tools for wood-work; games, puzzles, pictures, books, prisms, magnets, sand, water, plants and other science materials.

Equally vital to the quality of the learning stimulated by these experiences is the guidance of an alert teacher. Parents and assistants observe each child, noting his interests, what his strengths are and where he needs help; she listens for concepts being expressed, noting those which need clarification or extension; they supply information or additional material where needed, makes suggestions, raises questions and encourages verbalization; they give appropriate guidance to individuals and groups and make changes in the environment and in the program in order to meet the needs they observe from day to day. Teachers, parents, assistants will be constantly planning and working together and through mutual initiative and involvement an individualized continuous progress program will be developed.

The outdoor work-play period may include many of the same activities, equipment and material. There is space to run, jump, walk, skip and gallop. There are things to climb, such as jungle gyms, ladders, ropes, tree trunks or box structures. There are tricycles to ride, wagons to pull and large hollow blocks to lift, carry and pile up. There is dirt for digging... and maybe planting a garden. There are pets to watch, feed, feel and care for. There are clouds, sky, plants, birds and insects to observe. The mental growth possible through these activities is enhanced by the physical development and healthful vigor stimulated by outdoor activity.

Midmorning Snack and Rest

During the day each child goes to the toilet, washes his hands and gets a drink of water whenever he needs to. About the middle of the morning, after the vigorous activity of the work-play period, a few children at a time are reminded to put away their work, to wash their hands and to join a teacher around a small table for the refreshment of fruit juice or milk and a cracker or cookie, maybe fruit. Serving themselves, sharing pleasant taste discoveries and experiencing the satisfaction of language becoming communication through lively conversation provide a change of tempo and a relaxing introduction to rest or a quiet time with music or stories.

Group Experiences

As has been indicated, small-group experiences may be a part of the work-play period occurring as two, three or four children gather around a teacher, parent, or assistant reading a story; as several children join in a simple science experiment or take part in a cooking venture; as a small group tries a new art medium, builds a block building together or participates in play in the housekeeping corner; as several children are drawn toward the record player to hear a new record; or as they join a parent for a walk to a neighborhood interest spot. Sometimes a small group activity may become, for a brief time, a total-group activity, but individuals are always free to leave the group when interest lags or attention span falters.

However, not all group experiences are planned as part of the work-play period. Some, such as a special story or book time, a short walk, or the opportunity to hear and respond to music may be planned for a particular time with the hope that most of the children will be interested enough to participate. Careful planning of these experiences will take into account the need for flexibility in terms of time allotted and also the need to provide for those children who may not be ready for even the briefest total-group activity.

Departure

The end of the session will be an unhurried procedure, familiar through repetition and paced to meet individual needs. Each child will have some individual attention from a teacher or parent and time for last-minute sharing before the friendly "so long until tomorrow".

Program Goals

The daily program is continually evaluated in terms of the long-range goals of meeting the individual educational needs of all children and of enabling all children to profit from the continuous progress program provided for them. To achieve these goals, a good program for three, four, and five-year-olds should provide:

Nurturing a healthy self-concept through warm supportive teacher-child relationships, individual attention, maximum personal help, encouragement of independence.

Manipulation of many different materials, objects, textures; toys such as color cones, nesting cups, puzzles, cars, trains, fruit, vegetables; cloth, fur, etc., with special emphasis on investigation and discovery to help children to perceive, discriminate, distinguish, label, speak, and build concepts.

Play activities such as building with blocks, playing house, playing store, pretending to be grownups with special emphasis upon encouraging children to talk, to enlarge their understanding of the everyday things in the environment, to learn to give and take and to share.

Creative activities such as painting, finger painting, working with clay, dough, wood, and other media, to encourage self-expression.

Large muscle activity such as climbing, lifting, hauling, building with large boxes and boards to strengthen muscles, develop bodily coordination and posture; and to encourage vigorous interactive play and verbal communication.

Participation in discussions and simple games to reinforce listening, labeling, vocabulary building, articulation and beginning conceptualization.

Enjoyment of literature such as listening to stories read and told, handling books, looking at picture books, coming to see books as sources of information and pleasure in order to provide meaningful experience with books, words, and reading.

Participation in music such as singing, responding physically to rhythm, using musical instruments, listening to sounds to develop auditory discrimination, and appreciation.

Experiences in science such as using magnets and magnifying glass; making collections; growing things; caring for pets to stimulate labeling, categorizing and beginning concept formation.

Short trips into the neighborhood such as to the fire station, a grocery store, a parking garage; to see street paving, a house being built or merely to look for "different kinds of stores", or "how many red cars do you see". Such trips are an excellent means of providing first-hand observation, interaction and reinforcement of learning which carries over into many other activities.

A well ordered environment with alternating schedules of work, play and quiet activities with special attention to the fact that one thing follows another, routines are clear cut, there is a place for everything.[1]

Curriculum Content, Materials, and Activities

The child under six is not a candidate for instruction in formal "school subjects", unless he is individually identified to be ready for such experiences. He needs an environment rich in sturdy equipment and unstructured materials geared to his emotional, social, physical, and intellectual development. He needs opportunities to interact spontaneously with the children and adults in his unit group. He needs to be encouraged to develop abilities to observe, experiment, imagine, and conceptualize through the child's natural route of "play". A curriculum of quality for young children is designed to involve the child in enjoyable and meaningful experiences and processes of language; literature; music and movement; dramatics; the arts; mathematics; and the social, physical, and biological sciences. The joy of success at this stage paves the way for future achievement.

They need comprehensive programs which focuses on good, meaningful, successful, positive learning experiences that will minimize future needs for academic remediation and emotional repair.

Such programs imply a full complement of human services to give the young child a fine start and his parents maximum opportunity for home-school involvement. They necessitate that the teacher, parents, and staff become a team, working with specialists to meet the needs of young children.

Suggested Experiences for Children Ages Three, Four, and Five

The PCEC will include an experience-provided curriculum and flexible, child centered teachers who will search and work with parents for new concepts, abilities, and understanding at every age that will increase excitement in the children for learning; and more recognition of individual differences. The curriculum should provide for opportunities in broad experiences in all areas to stimulate the human mind and spirit.

Ages 3-5

Emotional and Social Development:	Suggested Activities:
Preschool:	Under wise adult involvement and participation:
Child is very energetic and restless, wishes constant activity.	Vigorous exercise.
Cooperative play is enjoyed.	Expression through movement and noise.
More interested in children than adults.	Companionship of other children in small groups.

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[1] The University of the State of New York, Description of Pre-Kindergarten Program. Albany, N. Y.: The State Education Department, 1966.

Ages 3-5 Con't.

Self-centered, growing desire to make own decisions. Beginning sense of property rights. Uses speech almost constantly. Laughter frequent form of communication.	Security within the family. Learn sharing possessions, observing safety rules, responsibility for caring for toys and articles of clothing.

School:

Through group experience the child learns to: Take turns. Be follower as well as a leader. Respect the rights and properties of others.	Song plays. Classroom and playground games. Construction (puppet shows, "movies", scenery). Making murals and friezes on large paper or chalkboard. Working on a group project (scrapbook, picture collection). Decorating the room.
Through group discussions the child learns to: Share the teacher's time and attention. Contribute his own ideas to a group project. Help evaluate the work of others. Listen without interrupting.	News periods ("Telling Time"). Planning a specific activity of the sequence of activities for the day. Marking the calendar, attendance chart, weather chart. Discussing a meaningful topic under the direction of the teacher.
Through creative play the child learns to: Share materials. Cooperate with others. Care for materials and toys.	Block building. Playhouse activities. Free-play experiences with toys, vehicles, pegboards, etc.
The child learns to care for personal belongings and school equipment.	Putting away wraps and personal belongings systematically. Regular clean-up time. Caring for the room, plants, books, toy shelves. Sharing responsibility for cleaning up play area.
The child learns to follow regulations and to recognize authority.	Setting standards of good conduct and orderliness. Letting children help make some of the rules. Explaining the regulations which must be followed for safety reasons. Meeting patrols and others in authority and learning to follow their directions.

Ages 3-5 Cont'd.

The child becomes acquainted with the school and the routine of school life.	Trips to specific places in the school building (gym, library, office, etc.). Explanation of and practice in following school procedures for entering and leaving the building, fire drills, and recess activities. Following an established opening routine (e.g., Pledge of Allegiance, song, attendance-taking).

EDUCATIONAL UNIT THREE ACTIVITIES--Children Ages Six and Seven (Plus)

The children in Unit Three of the PCEC because of the continuous progress program will be ready in varying degrees of maturity for an enriched curriculum of academic, scholastic, and social experiences.

Ages 6-7

Emotional and Social Development:	Suggested Activities:
Children of this age group have active minds. They are curious.	They are ready for facts and information about people and places. For adventure, read to them from books. Have field trips and other activities to stimulate their thoughts, ideas, and emotions.
Those children have diverse emotions. They should be able to: Listen to others. Finish what they begin. Accept responsibility. Follow directions. Express their ideas.	Acting out a play. Share and tell. Group projects. Individual work. Enjoy stories and poetry, to retell, to dramatize, and create.
They like to share their ideas in a limited manner. Most of these children are talkative.	Have interesting units. Promote teachers, parents, and pupil planning. Take time to listen to the child by answering questions or letting him find out the information by himself. Accept him for what he is and not for what we might wish him to be. Respect the child's opinions, rights, and property. Treat him as the "whole" child.

Ages 6-7 Cont'd.

The child should interact with his classmates in an acceptable manner. He is mature enough to have friends and to react with adults.	Share play things. Plan together. Have good sportsmanship. Plenty of group discussion--let them express their ideas and thoughts.
The child within this age realm is active in every way. He is emotionally growing. His thoughts and attitudes change. Through experience he learns to adjust to his surroundings.	Set up goals which are advantageous to him. Have creative projects. Let him express himself in a manner which will make him a better person, no matter how elementary it may be.

As a teacher-parent staff team there are various aspects of the child to be concerned with. In the school should be developed:

1. Dignity and worth of each human being.
2. Strong respect for himself and consideration of others.
3. Provision of experience for each individual in expressing the creative self.
4. Help for the child to understand himself, his aptitudes, and interests.
5. The opportunity to provide skill in human relationships and appreciation of these relationships.

Ages 6-7 Con't.

The self-concept of the child can be developed in many ways.	The need for security and satisfaction can be developed through helping each learn the important skills of reading, writing, using numbers, and speaking. Social skills can be developed through working in groups.
The child needs to know that he is loved.	The home and school can give this affection and in turn the child can give affection also.
The child needs to learn how to express feelings.	The use of the language arts program can introduce and develop these social courtesies.
Many times opposing opinions must be expressed.	The social studies class will help the child to learn how to disagree agreeably. Our concept of democracy will help in how the child may express disagreement without an argument.
The child needs to learn about proper health, human growth and development, human sexuality.	These topics can be discussed as part of regular school social projects or activities.

PCEC: Our Educational Program and Activities' Goals and Objectives

Our goal is the full realization of each individual's unique potential, a mentally healthy life and full human dignity for all. The means is education.

Our Objectives

1. Improve our physical, social, emotional, and mental health.
2. Help our emotional and social development by encouraging self-confidence, self-expression, self-discipline, and curiosity.
3. Improve and expand our ability to think, reason, and speak correctly.
4. Help us to get a wider and more varied experience which will broaden his horizons, increase his ease of conversation, and improve his understanding of the world in which he lives.
5. Give us frequent chances to succeed. Such chances may thus erase patterns, frustrations and failure, and especially the fear of failure.
6. Develop a climate of confidence for us which will make us want to learn.
7. Increase our ability to get along with others in our family, society, and at the same time help us, the family, parents and society, to understand each individual's role of human worth--thus strengthening family ties and society.
8. Develop in us a responsible attitude and a spirit of involvement toward society and fostering feelings of belonging to the community.
9. Plan activities which allow groups from every social, ethnic and economic level in the community to join together in solving problems.
10. Offer a chance for each of us to meet and express our ideas with people of different cultures and beliefs in situations which will bring respect and not fear.
11. Give us a chance to meet and work with others in the community and their mutual initiative and involvement develop a program that will foster ideals and serve as "models" in cooperation, living, manners, behavior, and speech, etc.
12. Help us to greater confidence, self-respect and dignity.

PCEC: The Needs of Each of our Children, Parents, Teachers and Staff and How We Hope to Meet These Needs

1. To have self-respect and a good self-image
    a. By treating the child respectfully.
    b. By helping him to identify himself through pictures and use of mirror.
    c. By helping him solve his own problems.
    d. By giving each child individual attention through conversation.
    e. By speaking well of his parents.
    f. By helping him gain self-confidence through competence.
    g. By showing affection.

2. To be a creative person
    a. Through art - child initiated.
        (1) By easel painting
        (2) By finger painting
        (3) By colored chalk
        (4) Clay
        (5) Paste
        (6) Crayons
        (7) Scissors
    b. Through music - taught and spontaneous
        (1) Singing
        (2) The use of instruments
        (3) Rhythm instruments
        (4) Dancing
        (5) Records
    c. Through dramatic play
        (1) Acting out stories
        (2) Costumes
        (3) Imaginative play

3. To be able to talk
    a. By conversation with the teacher.
    b. By conversation with his peers.
    c. By expressing himself before the group.
    d. By special therapy when needed and possible.
    e. By hearing stories read.

4. To be able to listen
    a. By learning to be aware of outdoor sounds.
    b. By learning to be aware of indoor sounds.
    c. By listening to music.
    d. By listening to stories.
    e. By listening to directions.

5. To be socially accepted
    a. By recognizing the rights of others.
    b. By sharing.
    c. By having good manners.
    d. By being clean.
    e. By being able to protect his own rights.
    f. By learning to take turns.
    g. By being cooperative.
    h. By helping each other.

6. To be honest
    a. By enjoying fantasy.
    b. By realizing the value of truth.
    c. By knowing the difference between fantasy and truth.

7. To have first hand experiences
    a. By meeting a policeman.
    b. By going to the fire station.
    c. By going to a dairy farm (Lockshore)
    d. By going to a pony farm.
    e. By going to Battle Creek on a train.
    f. By going to the airport.

   g. By going to Gilmore's.
   h. By going to the Nature Center.
   i. By having a bus ride.
   j. By going to the bird sanctuary.
   k. By going to Kellogg Forest.
   l. By going to the city market.
   m. By going to a bakery.
   n. By going to a turkey farm.
   o. By going to the library.
   p. By going to a grape vineyard.
   q. By taking care of pets.

8. To have a healthy body
   a. By learning to eat all foods.
   b. By learning to take naps.
   c. By learning to wash his hands and face.
   d. By developing his large and small muscles.
   e. By having daily outdoor play.
   f. By aiding the parents in correcting any deficiencies revealed by tests.
   g. By our supplementing warm clothing.
   h. By our providing vitamins if possible.
   i. By our providing emergency first aid.

9. To have a good relationship with their parents
   a. By having home visits.
   b. By having parents visit during school hours.
   c. By having a Parent-Teacher Association.
   d. By speaking appreciatingly of the parents to the child.
   e. By encouraging conversation between parent and child.
   f. By having family picnics.
   g. By inviting parents to help accompany us on trips.
   h. By providing opportunity for mothers to share in school work.
   i. By encouraging parents to read to the child.

10. To fortify against discrimination
   a. By developing self-respect.
   b. By developing abilities.
   c. By providing pictures of Negroes in admirable situations.
   d. By encouraging pride in the Negro heritage.
   e. By helping him to appreciate all ethnic groups.
   f. By helping him to be able to rise above hurt feelings.

11. To learn emotional control
   a. By his learning to control crying.
   b. By his learning to control aggressiveness.
   c. By redirecting hostility to productive play.

12. To want to read
   a. By reading him stories.
   b. By providing a variety of books.
   c. By providing a specific time when he may choose a book to look at (book-time).
   d. By training the eye through the working of puzzles and matching similarities.
   e. By teaching love and care of books.

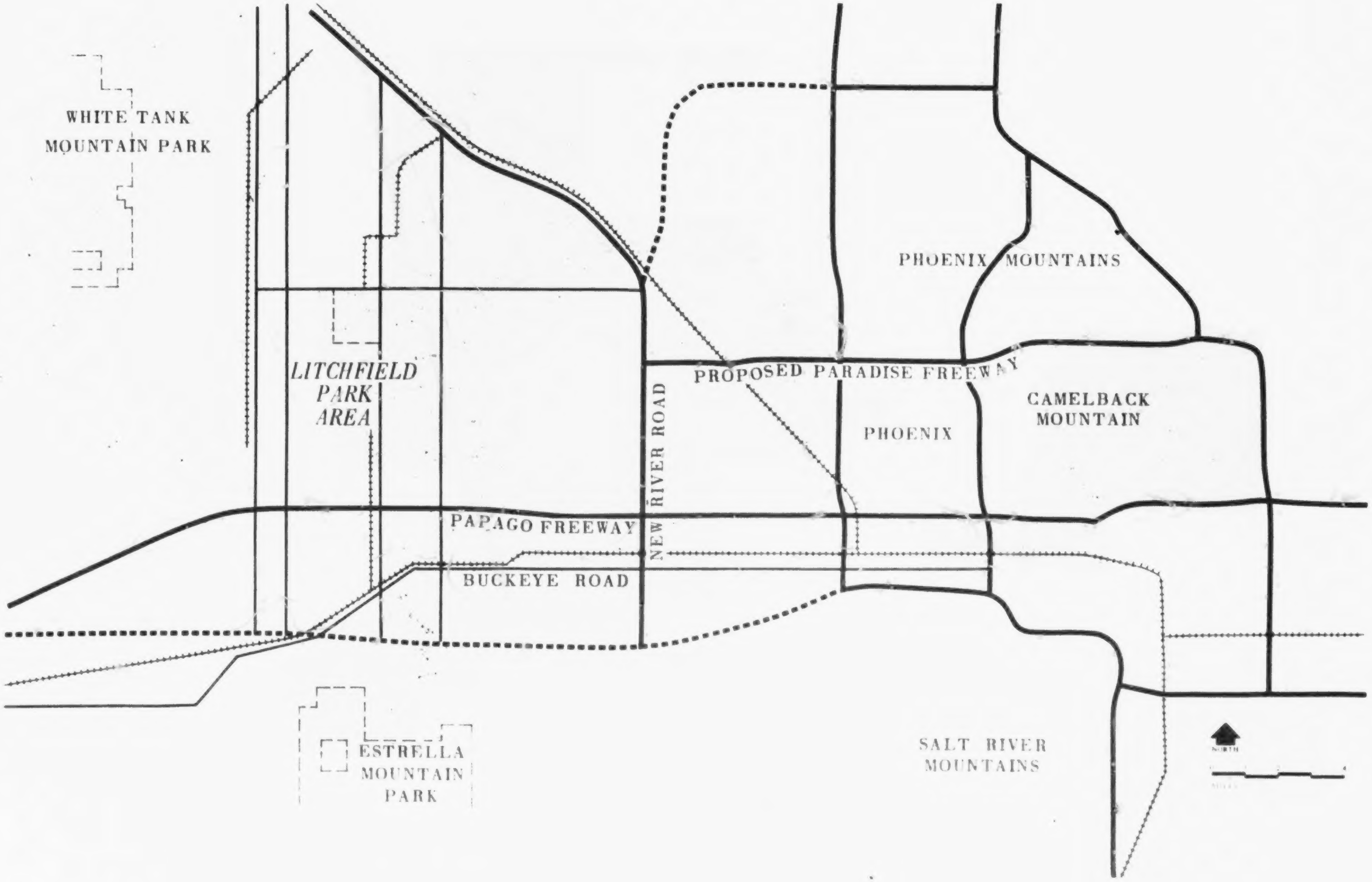
13. To learn orderliness
    a. By having his own marked place for his wraps.
    b. By having his own towel and wash cloth in a marked place.
    c. By learning to put away what he is playing with before he begins another activity.
    d. By learning everything has its place (stack blocks according to size).

14. To be self-reliant
    a. By learning to dress himself.
    b. By learning to solve his own problems.
    c. By helping the child to increasingly be able to help himself.

15. To learn to be curious
    a. By raising questions.
    b. By the use of the magnifying glass.
    c. By the use of the magnet.
    d. By growing things in the room.
    e. By providing pets in the room.
    f. By having simple experiments (melting snow, preparation of simple foods like instant pudding).
    g. By encouraging awe and reverence.

The spirit of the PCEC as expressed by the Committee concludes as follows:

The program of the Parent-Child Educational Center is essentially an open-ended one. No boundaries are set that limit the imaginativeness, creativity, inspiration, originality, and resourcefulness that parents, children and professional staff are able and willing to bring to the evolving of a program that with increasing effectiveness fulfills its purpose, a program that keeps realistically in touch with the times and innovatively meets and anticipates changing needs.


WHITE TANK MOUNTAIN PARK
LITCHFIELD PARK AREA
ESTRELLA MOUNTAIN PARK
PAPAGO FREEWAY
BUCKEYE ROAD
NEW RIVER ROAD
PROPOSED PARADISE FREEWAY
PHOENIX MOUNTAINS
PHOENIX
CAMELBACK MOUNTAIN
SALT RIVER MOUNTAINS
NORTH
MILES